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RURAL APPALACHIAN COMMUNITY COLLEGE ENGLISH PART-TIME FACULTY: A LOOK AT ROLES AND RELATIONSHIPS

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RURAL APPALACHIAN COMMUNITY COLLEGE ENGLISH PART-TIME FACULTY: A LOOK AT ROLES AND RELATIONSHIPS

A Dissertation

Submitted to the Faculty

of

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Ruby Robinson

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This dissertation is dedicated to my family which includes my husband, Michael, my two daughters, Casey and Kendall, my brothers and sisters, half-brothers and sisters, aunts and uncles, cousins, my church family, my extended family, and to the memory of my parents, Cord H. and Margie F. Wilborn, my friends, all my professors, to all those from rural Appalachian areas and to all those who know the importance of education.

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ABSTRACT

Robinson, Ruby., Ph.D., Purdue University, May 2015. Rural Appalachian Community College English Part-Time Faculty: A look at professional roles and relationships. Major Professor: Anne Meis Knupfer.

Community colleges have played an important role in post-secondary education, especially in the rural Appalachian region. Historically, community colleges have employed an overwhelming majority of part-time faculty. This study investigated the perceptions of the professional roles and relationships of the English part-time faculty at rural Appalachian community colleges, and included the department and the rural Appalachian community. The findings identified multiple roles of part-time faculty as teacher, advisor / mentor, institutional insider, community player, income provider and Appalachian citizen. Within the English departments at the colleges involved in this study, retired public school teachers filled a unique set of these roles.

Keywords: part-time faculty; adjunct faculty; community colleges; rural; community; Appalachia; English / Literature; roles; relationships

CHAPTER 1. INTRODUCTION

1.1 Introduction

The increasing use of part-time faculty in American colleges and universities is a concern to many in academia (Gappa and Leslie, 1993; Gappa, 1987; Benjamin, 2003; Gappa, Austin, and Trice, 2007; Breneman, 1997; Baldwin and Chronister, 2001; Roueche, J., Roueche, S. and Milliron, 1995; Chait, 2002). Although the exact number of part-time faculty is unknown, part-time faculty constitute a significant and expanding part of the teaching work force in academia (Gappa and Leslie, 1993). Critics claim the excessive use of part-time faculty will undermine academic freedom and tenure (NEA, 1989), decrease the quality of instruction and the educational experience (NEA, 1989 and Schmidt, 2008), and threaten the job security of full-time faculty (Twigg, 1989 and Schmidt, 2008).

Advocates for the use of part-time faculty cite the budgetary and managerial advantages of a flexible part-time work force. Part-time faculty can ease the high salary and benefit requirements of full-time faculty (Tuckman & Vogler, 1978; Bowen & Schuster, 1986), provide flexibility in meeting fluctuating student enrollments (Leslie, Kellams, & Gunne, 1982; Bowen & Schuster, 1986), help maintain existing college services (Roueche, Roueche, & Milliron, 1995), and assist in the expansion of course offerings (Roueche *et al.*, 1995). In addition, for those who seek only part-time

employment, the part-time faculty role provides an opportunity to be involved with college students, maintain their teaching skills, and earn extra income.

Despite their large numbers, part-time faculties often exist as the invisible faculty (Gappa and Leslie, 1993) and as a second-class professoriate (McLaughlin, 2005) within many departments. They are often denied the opportunity to participate with their full-time peers in departmental and institutional academic endeavors, including decision making at the department and college committee levels (McLaughlin, 2005). Low wages, minimal resources, lack of office space, few orientation programs, uncompensated office hours, short-term contracts, and a lack of job security create an environment of a second-class professoriate (McLaughlin, 2005). Despite these challenges, many part-time faculty are committed to their students, their disciplines, and their colleges (Wallin, 2004).

In the 1990's, the number of humanities, language, and literature Ph.D. graduates increased by more than 50 percent, resulting in an overabundance of potential faculty competing for fewer faculty openings (Wee, 2002). This created a buyer's market for academic talent. Community colleges, facing tightening state budgets, increasingly relied on inexpensive part-time faculty to teach many of their courses, especially those in liberal arts (Snyder and Tan, 2004; Tam and Jacoby, 2009; Kezar & Maxey, 2013). Despite their second-class standing (McLaughlin, 2005), many were willing to accept these part-time faculty positions (Burnett, 2004).

Rural community colleges, unfortunately, face a significant challenge in attracting and retaining both full-time and part-time faculty. These rural community colleges cannot offer the financial, cultural or social advantages of colleges in larger urban areas. As noted by one rural community college administrator, "fifteen years ago, an English

faculty opening would bring in about 150 applicants; today the number is closer to 30 applicants. If there are ten of those who are qualified, it's unusual (Burnett, 2004, p. 8)." In addition, rural areas are often economically depressed, with high illiteracy rates, lower levels of education, high unemployment, and usually high poverty rates (Mosley and Miller, 2004; Murray, 2007). Such areas often lack sufficient qualified part-time faculty candidates from within the local population.

Many students in rural community colleges will likely encounter part-time faculty in their classrooms. The relationship between the faculty member and the student can be critical to the success of a student (Juvonen, 2006). Research has shown that informal student-faculty interactions have a positive influence on student success (Pascarella and Terenzini, 1991 & 2005; Crisp, 2009). Part-time faculty who have limited roles within their academic community may be less interested in or less able to develop relationships within the academic community that benefit students. On the other hand, part-time faculty that have more integrated roles in the community college will be more effective in building relationships within the academic community. Therefore, understanding how part-time faculty perceive their roles and relationships within the academic community is critical to fostering student faculty engagement.

The duties of full-time faculty are typically allocated between three areas: (1) research, (2) teaching and supervision, and (3) service to the university, community, and profession. Magrill (1992), citing Knapp (1962), offers that all duties can be grouped under the following: (1) the research function, (2) the informational function, and (3) the character developing function. Faculty are expected to be competent teachers, to participate in internal and external leadership activities to the college and community,

and to participate in developmental individual/professional growth activities. The specific activities will vary depending on the institutional type and faculty are often provided significant autonomy in those duties. The duties are communicated clearly to faculty through either written documentation, such as college faculty handbooks, or through interpersonal communications from the department chair, college president, or the Human Resources office.

Part-time faculty are often given less autonomy in their duties. In addition, often the expectations of the community college upon the faculty are not aligned with the resources provided to part-time faculty (McLaughlin, 2005). Part-time faculty are expected to be able to advise students and may be the only faculty a student encounters. However, office space to perform the advising duty is not always readily available. This ambiguity between expectations and resources is a challenge for part-time faculty. Another example of ambiguity for these part-time faculty is at this community college, where course plans must be approved by the administration. This is yet another example of the ambiguity between the privileges of faculty status and the requirements of the college.

The following material was extracted from an Adjunct-Faculty Handbook of a community college as an example of the professional roles and expectations of the part-time faculty members in this study.

Academic Advising of Students

> *Although most academic advising of students is done by designated full-time faculty members, adjunct faculty should be familiar with appropriate college curricula and procedures. In evening classes, especially, some students' only contact with faculty is with adjunct*

instructors. Because of this arrangement, adjunct faculty should also be familiar with the college's graduation requirements, grading system, academic standards, and deadlines for changing class schedules and for withdrawing from classes without penalty. The college catalog, cluster leaders, and division deans should be the major resources for advisory information.

Office Hours for Adjunct Faculty

Part-time faculty are required to be available for student advising and related activities a minimum of one hour per week for each course taught. Office hours should be published in an appropriate manner. Part-time faculty may meet office-hour requirements by the following:

A. *Being available in the classroom the required number of office hours before and/or after the normal hours for the course if the classroom is available during this time.*
B. *Sharing a space in a "group" office where a desk or file drawer may be available to the part-time faculty member. (Office space for adjunct faculty is arranged by the division deans.)*
C. *Sharing the office of a full-time faculty member.*
D. *Being available to meet with students by appointment.*
E. *Making any other appropriate arrangements for office hours.*

Course Plans

Faculty are responsible for preparing course plans each semester for all courses that they teach. It is hoped that such plans will be developed through cooperative effort of all members of the department. Course plans should be submitted to the dean for approval and signature by the first day of each semester and should be distributed to students during the first week of classes.

> *When course plans have been previously prepared for other terms, these plans should be reviewed, reprinted, and submitted to the dean for required approval. Course plans should be reviewed each year.*

The Adjunct-Faculty Handbook describes a faculty member with expectations beyond teaching and with less autonomy than full-time faculty. As stated in the Handbook, some student's only contact with faculty will be with part-time faculty. Therefore, part-time faculty are expected to provide knowledgeable academic advising to students. However, there is no promise of office space suitable for academic advising. Part-time faculty are also expected to have course plans submitted to the Dean for approval. A similar demand of full-time faculty to submit course plans for approval would be answered with cries of academic freedom. The text in this Adjunct-Faculty Handbook supports the view of part-time faculty being a second-class professoriate (McLaughlin, 2005).

1.2 Purpose of the Study

The purpose of this study was to explore the perceptions of English part-time community college faculty of rural Appalachia as to their professional roles in their community. Specifically, this study explored how part-time faculty perceived their professional roles and relationships at their community colleges and within their communities.

Understanding how part-time faculty perceive their professional roles and relationships at their colleges and communities will provide insight for administrators at rural community colleges. In turn, this might encourage administrators to create an

environment that fosters better relationships between part-time faculty, the college, the department and ultimately the students.

1.3 Research Question

Given the purpose of this research, the following research question was developed for this study:

How do part-time faculty at five community colleges in rural Appalachia perceive their professional roles and relationships at their colleges and within their communities?

1.4 Theoretical Framework

The theoretical framework for this study was based on Organizational Role Theory (ORT). ORT examines the behaviors, obligations, and privileges attached to a position a person occupied in a social system. According to ORT, roles (behaviors, obligations, and privileges) are pre-planned, task-oriented, and hierarchical such that their achievement allows an organization to function effectively (Wickham and Parker, 2007). In addition, an employee must accept the roles an organization confers upon them. There may be multiple roles expected of an employee; these roles are indicative of the organization's culture and standards. These roles must be effectively communicated, fully understood, and accepted by its employees (Katz and Kahn, 1978).

Biddle (1986) stated, "Role theory concerns one of the most important features of social life, characteristic behavior patterns or roles. It explains roles by presuming that persons are members of social positions and hold expectations for their own behaviors and those of other persons (p. 67)." Part-time faculty struggle to understand their role in the academic community in which they are employed. Although given the title "faculty," their expected roles in the college are diminished when compared to their full-time

counterparts. As described by Gappa and Leslie, (1993), part-time faculty are the invisible faculty, a second-class professoriate (McLaughlin, (2005).

Owen and Valesky (2007) believed that the effectiveness of an organization is impacted negatively when there are differences in role expectations. Role ambiguity -- the uncertainty about the requirements of a role-- compared to role conflict -- the inconsistency of role expectations -- can create more dissatisfaction among individuals (Rizzo et al., 1970). Based on role theory, a faculty member's perception of their role is likely to affect their teaching style, their teaching effectiveness, and their ability to connect with their students (Sarbin and Allen, 1969).

Role theory can be viewed in terms of structure, the norms and expectations associated with a position in an organization, or in terms of process, the communication of the norms and expectations (Galletta and Heckman, 1990). In terms of the role theory process, two commonly studied events are role conflict and role ambiguity. Role ambiguity is the less studied of the two events. Role ambiguity occurs when clear information is lacking regarding (1) the expectations associated with the role, (2) the methods of achieving the role expectations, or (3) the consequences associated with not meeting the role.

Wickham and Parker (2007), as well as Katz and Kahn (1978), discussed three factors that may influence an employee's decision to accept the roles assigned to a position: organizational, personal, and interpersonal. Organizational factors are the formal policies and the reward / penalty system associated with these policies. Personal factors relate to the character of an employee, their motives and values that shape the

likelihood of certain behaviors. Interpersonal factors relate to the relationships developed between fellow employees that help to define the expectations of the role.

Although not the dominant theoretical framework used for this research, the theory of sense of community (McMillan and Chavis, 1986) can also provide insight into part-time faculty in rural Appalachian communities. The term "community" has both a geographical or territorial component (neighborhood, town) and a relational one (professional, religious). We speak of the academic community within a college, although the individual members of the community live in distinctly different geographical areas. In general, people tend to seek a sense of community (Chavis et al., 1986). McMillan and Chavis (1986) define four elements within the definition of a sense of community as follows:

1) membership – a feeling of belonging to or sharing a personal relatedness;
2) influence – a sense of mattering, of making a difference to a group and of the group mattering to its members;
3) reinforcement – the member's needs will be met by the resources received through the membership in the group; and
4) shared emotional connection – the commitment and belief that members have shared and will share history, common place, time together, and similar experiences.

Historically, research on a sense of community has long roots. As far back as the 1800s, sociologists studied the concept of community. Ferdinand Tönnies (1887) discussed an ideal type of social groupings called Geminschaft (rural, communal society, peasants). Geminschaft referred to groups of people based upon their personal relationships, their feelings of togetherness and their mutual bonds. Later in the 1890s,

sociologist Emile Durkheim (1964) noted that a sense of community or a community bond is important for a community to function effectively.

Community colleges in rural communities are a relational community that can be a valuable resource to its territorial community. Part-time faculty are members of both of these communities and can provide a valuable link between these two communities.

1.5 Limitations of the Study

There were some limitations to this research study. First, its small population and small sample size limited this study. This study was limited to nine interviews of English part-time faculty across five community colleges in rural Appalachia. Second, the focus of this study was limited to one academic department, English / Literature. Third, the participants self-selected to be a part of this study, which brings with it certain biases. Participants received no payment for participating in the study. Fourth, as a qualitative study, this study was limited to the honesty and truthfulness of the participants. Lastly, this study was limited by its location to the rural Appalachian region.

1.6 Definition of Terms

Part-time faculty / Adjunct Faculty - A part-time faculty is an instructor teaching at colleges and universities on an as needed basis without a contract and that teach as classes are assigned. Generally, benefits and job security are not afforded to this faculty population (Gappa & Leslie, 2002). The terms adjunct faculty, contingent faculty, temporary, and contract faculty all equate to part-time faculty, which will be the term used in this dissertation.

Appia or Appalachian -The Appalachian Region, as defined in Appalachian Regional Commission's (ARC) authorizing legislation, is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia.

Community College - The Carnegie classification system was used to determine community college status (public two-year). Therefore, the term community college and public two-year college are equivalent.

Role - A pattern of behavior associated with a position in a social system or group.

Role ambiguity - contradictory elements or vagueness in job roles (Biddle and Thomas, 1966).

Rural – A formal definition for rural does not exist within the federal government. However, the U.S. Census defines rural as "encompassing all population, housing, and territory not included within an urban area. The U. S. Census Bureau defines urban as land areas with a population density of at least 1,000 people per square mile and any surrounding areas with a population density of at least 500 people per square mile.

1.7 Reflections and Retrospective

I have been involved in post-secondary education for most of my life. Prior to becoming a part-time faculty member, I was a college administrator. I started teaching part-time in 2002 at the local university and later at the local community college. Previously, as a graduate student, I had researched the issues of part-time faculty so it

was somewhat awkward becoming what I had studied. Through this research, I learned about the part-time faculty's issues and wanted to investigate this further.

I now officially consider myself one of these part-time faculty members. I have taught in three academic departments with varying degrees of tangible and intangible rewards. Fortunately, I have worked for some wonderful academic deans, chairs and full-time faculty. However, my part-time faculty positions did not/will not become full-time primarily because of funding issues. This research has been for me a retrospective and a resolution that part-time faculty play an important role within the college and community.

1.8 Organization of the Dissertation

Chapter 2 is a literature review that examines part-time faculty, their concerns, and their impact on the quality of education. Community colleges in rural America are also discussed. Chapter 3 is a discussion of the research methodology. Chapter 4 is an analysis, interpretation, and discussion of the research findings. Chapter 5 is the concluding chapter, which includes a review of this research and its findings.

CHAPTER 2. LITERATURE REVIEW

2.1 Growth of the Part-time Faculty

Part-time faculty now constitute a major fraction of the work force in community colleges. In the 1968-69 academic year, the first year data for community colleges was available, the ratio of part-time faculty to full-time faculty was 1 to 2.6 (Tuckman and Vogler, 1978). During the 1970s, the increase in part-time faculty positions at community colleges outpaced full-time faculty positions, 80 percent to 11 percent (Tucker, 1992; Schmidt, 2008). By 1973, the ratio of part-time to full-time faculty was 1 to 1.4 and by 1997 the ratio was 1 to 0.5 (Conley and Leslie, 2002; Roueche, Roueche, and Milliron, 1995). This trend continued through the 2000s (Gappa, Austin, and Trice; 2007) and by 2008, the ratio was 1 to 0.4 (Jaeger, 2008). The need for many institutions to balance their financial budgets drove much of this growth. Part-time faculty are a less expensive alternative to full-time faculty as they are paid less and receive few if any benefits (Gappa and Leslie, 1993).

2.2 Part-time Faculty Classifications

To better understand who part-time faculty are, why they are part-time faculty, and how to better address administrative issues related to part-time faculty, researchers began to develop methods to disaggregate this large group of faculty. Tuckman (1978) developed a classification of part-time faculty based on their reasons for becoming part-

time. Those seeking a flexible work schedule or an opportunity for supplemental income sometimes prefer part-time faculty positions. For those seeking full-time faculty positions, such reasons or motivations are irrelevant. Therefore, a classification based on motives for being part-time and their level of satisfaction with being part-time was developed to help better understand the behavior of this diverse labor force (Tuckman, 1978). Tuckman (1978) developed the following seven categories concerning part-time faculty:

- semi-retired (ex-full time academics with no concern for future job prospects)
- students (student employed in other departments than the one in which they are registered to receive a degree; not a graduate student teaching assistant; don't expect job prospect with current institution)
- hopeful full-timers (could not find a full time academic position; may teach at more than one institution; highly concerned with future job prospects)
- full-mooners (has full-time job of 35 hours a week; earnings as part-time faculty small percentage of total income; teaching supplements their full-time career; limited time available for teaching related activities)
- homeworkers (work part-time to allow for care of a child or relative; may supplement spousal income)
- part-mooners (holds two or more part-time jobs; multiple jobs necessary to achieve desired income or intrinsic value of additional job)
- part-unknowners (motives for becoming part-time do not fall into any of the other categories)

Researchers developed additional classifications similar to those of Tuckman (1978). Biles's and Tuckman's model (1986) was based on the degree of attachment that a part-time faculty member has to their employing institution. Targeted at better addressing management policies and practices that concerned part-time faculty, Biles and Tuckman (1986) developed the following four categories:

- moonlighters (employed in another job and taught one course)
- twilighters (not employed outside the institution, but the institution chose not to employ them full-time)
- sunlighters (similar to full-time faculty in every aspect except the amount they work)
- faculty on occasional part-time leave (taught part-time for a short period of time but with ability to return to full-time status or continue in the part-time phase)

Later, Gappa and Leslie (1993) developed another classification, attempting to understand why part-time faculty members continue to remain so. Their classification also had four categories:

- career ender (retired or in transition to retirement from a well-established career typically outside of academia)
- specialist, expert, or professional (retired or in transition to retirement from a well-established career typically outside of academia)
- aspiring academic (seeks to be a fully involved faculty member, although not necessarily with a full-time position)

- freelancer (worked part-time in higher education by choice but the part-time faculty position was not the defining factor in their career)

2.3 Quality of Instruction

As part-time faculty have increased their presence on community college campuses, it has become important to understand their impact on the quality of instruction. Leslie, Kellams and Gunne (1982), Cohen and Brawer (1982) and McGuire (1993) found no significant differences in students' ratings, retention, or achievement of students taught by part-time faculty and full-time faculty. Banachowski (1996), in his review of literature on the use of part-time faculty in community colleges, concluded that the removal of part-time faculty from the community college would be detrimental for they constitute a valuable pool of talented professionals that provide expertise in practical knowledge. This, he concluded, was the cornerstone of community college education.

However, other researchers (Benjamin, 2002) have found that the dependence upon part-time faculty has become detrimental to student learning. Jacoby (2006), in his analysis of data from the Integrated Postsecondary Education Data System (IPEDS), determine that institutional graduation rates decreased at community colleges as the proportion of part-time faculty employment increased. Although this study showed a correlation between part-time faculty and graduation rates, the specific cause of the negative impact was not identified. Likewise, Eagan and Jaeger (2009), using both student and institutional data, concluded that exposure to part-time faculty instruction negatively impacted the likelihood of student transfer from a community college to a four-year program. However, their analysis of institutional level data showed no negative influence on transfer rates; it was only when data was analyzed at the individual student

level that the negative impact was observed. The authors suggest that it was not the influence of part-time faculty (percentage of part-time faculty overall) on the institution that negatively impacted students, as proposed by Jacoby (2006) but the failure of individual part-time faculty to build connections with students (Cejda and Rhodes, 2004). In other words, the more part-time faculty a student has for classes, the less likely they would transfer to a four-year program.

2.4 Issues of the Part-time Faculty

Part-time faculty will continue to be a necessary and critical element in the growth of community colleges. With a continued focus upon enrollment and retention, ensuring those part-time faculty enhance the quality of education within an institution requires part-time faculty who are satisfied with their working environment (Meixner, Kruck and Madden, 2010). In one of the first studies of part-time faculty, Tuckman (1978) analyzed a survey of over 3,700 part-time faculty across various institutional types and found that as a group, part-time faculty:

- primarily taught introductory courses
- were employed under yearly contracts
- received lower wages and fewer fringe benefits than full-time faculty
- were relatively satisfied with their part-time status

However, when he examined by reason, he found that part-time faculty who sought full-time faculty status (hopeful full-timers) were less satisfied because they earned lower wages. Further, they were less likely to find full-time faculty positions compared to the overall group. Later work by Maynard and Joseph (2008) also showed

those part-time faculty seeking full-time faculty positions were less satisfied with their employment conditions versus those not seeking full-time positions.

Gappa and Leslie (1993), using the 1988 National Study of Postsecondary Faculty (NSOPF), found that overall part-time faculty were satisfied with their jobs. Part-time faculty, however, were not only concerned with low salaries and lack of benefits; they were more frustrated with their non-monetary issues including: little sense of belonging in their academic community; the lack of respect from their academic community; and their lack of involvement in departmental decisions. In a later study, Benjamin (1998), utilizing data from the 1992 NSOPF, also found the majority of part-time faculty to be satisfied overall with their part-time faculty status. There were, however, significant differences between academic disciplines. For example, the liberal-arts oriented faculty expressed significantly less satisfaction with their positions. Benjamin (1998) lists the following reasons for this possible difference: greater dependence on their part-time appointment; less job security; less availability of health or other fringe benefits; less satisfaction with part-time employment; lower individual and household income; and a (change margin) greater obligation to perform uncompensated work. Gappa, Austin, and Trice (2007), using both the NSOPF and Higher Education Research Institute (HERI) Faculty Survey, identified five essential elements that they considered lacking in the new academic environment increasingly populated by part-time faculty: employment equity; collegiality; academic freedom and autonomy; professional growth; and change margin here flexibility.

These researchers suggested that, given the changing academic environment, there was a need for the development of a culture of respect, shared responsibility, and

joint leadership for those faculty outside the traditional full-time tenure track faculty role. In other words, there was a need for a sense of community among part-time faculty.

2.5 Community Colleges

Historically, community colleges have strived to provide access to post-secondary educational programs that strengthen their communities through community, career, developmental, and collegiate education. The mission of the community college has been shaped by the following commitments (Vaughan, 2006):

- To serve all segments of society through an open admissions policy that offers equal and fair treatment to all students
- To provide a comprehensive educational program
- To serve the community as a community-based institution of higher education
- To teach and learn
- To foster life-long learning

The number of community colleges and their enrollment has steadily increased from their beginning in 1901. In 1901, there was only 1; by 1930, 180. (Brint and Karabel, 1989). By 2010, there were over 1,700 community colleges with 7,680,000 students (Institute of Educational Sciences, 2010). Of these community colleges, 594 were considered public rural community and tribal colleges (RCAC, 2014). Rural community colleges have had the positive impact of attracting students that otherwise would not attend college (Mykerezi et al., 2009).

Faculty in rural community colleges face many of the same challenges as their counterparts in urban areas (Eddy, 2007). However, they tend to have many additional duties because of the reduced support staff. Some faculty are attracted to the benefits of a

rural life style, while others are attracted to the greater role they can have in their educational setting and ultimately upon their students.

2.6 Appalachia and Rural America

The Appalachian Region is a 205,000-square-mile region that follows the spine of the Appalachian Mountains from southern New York to northern Mississippi. It includes all of West Virginia and parts of 12 other states: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia.

Fifteen percent of the American populations, 46.2 million people, live in rural communities (Cromartie, 2013). Of that 15 percent, over half of them live in the Appalachian region (ARC, 2011). Overall, rural counties are losing population, including in the Appalachian regions. From 2000-2008, the Appalachian region lost 15 percent of its jobs in farming, forestry, and natural resources, and almost 25 percent of its manufacturing jobs (ARC, 2011).

The income levels of this rural Appalachian area vary. The central region of Appalachia -- approximately the area occupied by southwestern Virginia, southern West Virginia, and western Kentucky -- has a lower per capita personal income than the Appalachian region overall - $24,578 compared to $29,702 (ARC, 2011). For comparison, the U.S. per capita personal income for the same year was $36,306.

Educational attainment in rural areas is also below national averages. In 1970, almost 60 percent of rural adults had less than a high school education, with only 7 percent completing a college degree. By the year 2000, the number of students with less than a high school education had decreased to 23 percent, while the number of college

graduates doubled with almost 16 percent (DeYoung, 2002). In central Appalachia, 25 percent of residents have attended college, as compared to 50 percent for the nation (ARC, 2010).

Rural communities have been challenged to attract and retain well-qualified K-12 teachers because of their inability to offer competitive wages (Jimerson, 2003). In addition, rural K-12 teachers are less likely to hold an advanced degree or to be certified in the subject they teach (Gibbs, 2005). This often results in fewer advanced classes in science and math (Gibbs, 2005). Educational quality suffers and student learning is compromised. Many rural students come to community colleges underprepared and needing remedial course work.

2.7 Summary

Despite many students' lack of preparation for college, Murray and Cunningham (2004) found that many part-time faculty members expressed the most satisfaction with teaching at a rural community college. These included those who were comfortable living and working in a rural community, who enjoyed the challenge of teaching students who varied considerably in their readiness for college studies, and who delighted in their students' accomplishments (pg. 37).

This study will add to the body of literature concerning the rural Appalachian English part-time faculty by researching their professional roles and relationships. There is a lack of research in this geographic area and a need to learn as much as we can about these part-time faculty members living and working in these rural Appalachian regions.

CHAPTER 3. METHODOLOGY

3.1 Methodology Introduction

This chapter discusses the research design, including the selection of the participants, the sites and context in which the research was conducted, the role of the researcher, data collection instruments and procedures, and the data analysis procedures.

3.2 Research Design

A phenomenological approach framed the qualitative research methods. This study sought to identify what was distinct in each person's experience and what was common to the experience of groups of people who have shared the same events or circumstances.

The phenomenological approach attempts to describe the central meaning, often referred to as the essence, of a lived experience of a phenomenon from the perspective of multiple participants. The focus of this approach is identifying the commonalities in the perceptions that are expressed among individuals and not a single person. A six-step process that supports a phenomenological approach was developed by Creswell (1998) and later more formalized (Creswell, 2007) to the following process:

1. Describe researcher's personal experiences with the phenomenon under study in an attempt to set aside researcher's personal bias. The researcher begins with a full description of his or her own experience of the phenomenon. This

is an attempt to set aside the researcher's personal experiences (which cannot be done entirely) so that the focus can be directed to the participants in the study.

2. Develop a list of significant statements. The researcher then finds statements (in the interviews) about how individuals are experiencing the topic, lists these significant statements (horizonalization of the data) and treats each statement as having equal worth, and works to develop a list of non-repetitive, non-overlapping statements.
3. Take the significant statements and then group them into larger units of information, called "meaning units" or themes.
4. Write a description of "what" the participants in the study experienced with the phenomenon. This is called a "textural description" of the experience what happened-and includes verbatim examples.
5. Write a description of "how" the experience happened. This is called “structural description," and the inquirer reflects on the setting and context in which the phenomenon was experienced
6. Write a composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the "essence" of the experience and represents the culminating aspect of a phenomenological study. It is typically a long paragraph that tells the reader "what" the participants experienced with the phenomenon and “how" they experienced it.

Data collection involved semi-structured interviews of nine part-time English community college faculty in rural Appalachia. These part-time English faculty

volunteered and met the purposes of this research study. The data was collected, analyzed, and synthesized using the process described by Creswell (2007).

3.3 Research Question

How does part-time faculty at five community colleges in rural Appalachia perceive their professional roles and relationships at their colleges and within their communities?

3.4 Participants

The rural Appalachian region was selected for this research for several reasons. There was a lack of literature on community colleges and part-time faculty in rural areas and in particular the Appalachian region. The central Appalachia region has a distressed economy with high poverty and unemployment rates, poor health, and severe educational disparities (ARC, 2011). Lastly, I have a personal interest in the rural Appalachian region, having lived predominantly in rural areas and for several years in rural Appalachia.

Six community colleges were located within the rural Appalachian region, which was the focus of this study. The colleges were comparative in student enrollment, with an average of 4,500 students. Each college president was sent an e-mail providing information about the purpose of the study, the planned procedures, and the requirements of participation (see Appendix A). If necessary, a follow-up email was sent two weeks later. All six community colleges responded but required approval from their Institutional Review Board (IRB). Permission to conduct this study was sought and obtained from each college's IRB. One community college was concerned about anonymity and ultimately did not approve the college's participation in this study.

Two community colleges sent me an email listing of their English part-time faculty. I contacted the faculty by e-mail, providing an overview of the proposed study and a request to volunteer (see Appendix B). The remaining community colleges forwarded my introductory letter to the English part-time faculty. The part-time faculty then contacted me via email or phone to volunteer to participate in this study. I then followed up with each of the volunteers via email and telephone to discuss their participation and set up an interview. Ultimately, I interviewed all nine part-time faculty who volunteered. Each participant signed an Informed Consent Form prior to the interview (see Appendix E).

The total population of potential participants was extremely small, so it was necessary to camouflage the identity of the community colleges by name. Therefore, a pseudonym was assigned to each participant and to each community college. The geographical region of this study will be referred to as rural Appalachia. Again, this was necessary, as the total population of community colleges was extremely small and the participants were concerned about their anonymity.

All the participants were Caucasian; there were two males and seven females. Six of the seven females were former public school teachers and lifelong residents of their rural Appalachian community. The two males varied in their work history. One was a former university instructor and the other was a former military instructor.

The participants varied in their courses taught at the community colleges. The courses included Developmental English, English Composition, American Literature, Philosophy, and Business. The participants taught these courses as needed, with their schedules varying from one semester to the next.

The corresponding five rural Appalachian community colleges varied in their enrollment size and type of community. Information on the participating community colleges has been provided in Table 1, while information of the communities served by each of the community colleges has been provided in Table 2.

Table 1 Part-time faculty and community colleges participating in study

Participant (pseudonym)	Community College (pseudonym)	Student Enrollment	Area Population
Emma, Jane, John	River	2,900	34,900
Marilyn	Mountain	2,300	54,200
Callie	Stream	1,800	45,100
Michael	Creek	1,700	54,200
Mary, Sophia, Anne	Lake	2,100	29,200

Table 2 Economic status of communities of colleges participating in study

Community Colleges	Three-Year Average Unemployment Rate (%) 2008-2010	Per Capita Income 2009	County Poverty Rate (%) 2006-2010
River	9.0	$23,000	14.7
Mountain	12.8	$19,500	18.1
Stream	6.3	$21,800	16.9
Creek	7.7	$24,000	16.8
Lake	8.6	$20,000	15.5
United States	8.2	$32,700	13.8
Appalachian Region	8.4	$24,500	15.6

3.5 Data Collection

Several data sources were utilized in conducting this study: the interview guided questions and the field notes. The interviews were conducted using a general interview guided approach. This approach insured that the same information would be collected

from each participant. It provided a systematic approach but also provided some flexibility in the interview (Patton, 1990). The interview-guide has been provided (see Appendix G). All participants were asked the same questions.

While a master's student, my research of the NSOPF data of part-time faculty revealed that the English / Literature departments were primarily female. I found this interesting and thought about the many roles of women, corresponding to their family, work and community. Later, for a doctoral class project, I interviewed six English part-time faculty at two community colleges, looking at their issues of being a part-time faculty member. From these interviews, the interview-guided questions were first developed. This class project provided me the opportunity to practice my interviewing skills and refine my research of part-time faculty. In addition, this process resulted in several changes and additions being made to the interview-guided questions.

The interview-guided questions were the primary source of data for this study. A single in-person interview was conducted with each participant. The interviews were conducted at area locations, such as a room at the public library where the participant could talk freely without anyone hearing the conversation and without interruptions. Each participant agreed to allow his or her interview to be digitally recorded. The interviews were 60 to 90 minutes in length, with the average interview approximately 60 minutes. The participants were given the opportunity to end the interview at any time, but I did not have any participant do so.

Field notes were taken throughout the interview process. I documented the time, location, and actions (verbal and nonverbal) that I observed during the interview. I also documented any of my own responses to the interviews both during and after the

interview. Statistical and demographic data were also collected about the participants, the community colleges, and the geographical area served by the colleges.

3.6 Data Analysis

Data collection involved semi-structured interviews of nine part-time English community college faculty in rural Appalachia. These part-time English faculty volunteered and met the purposes of this research study. The data was collected, analyzed, and synthesized using phenomenological approach described by Creswell's (2007). Additional insight into the data analysis process was found in the work of Braun and Clarke (2006). The approach, known as thematic analysis, is a general method for identifying, analyzing, and reporting themes within data. The thematic analysis method is described as a six-step process, Table 3.

Table 3 Six-step process of thematic data analysis

Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis
Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

Audio recordings of the interviews were transcribed to uncover themes. Transcript coding resulted in the identification of important and common themes among the English part-time faculty. During the coding process the audio recording of the interviews were constantly being reviewed to verify tenor and tone of the participants comments that may not have been captured by the transcripts. The coding approach relied on both deductive (predetermined) and inductive (developed from the data) coding.

The deductive coding approach used information obtained through the literature review of research on part-time faculty in various institutional settings, for example, urban research universities and community colleges. The deductive coding sought out commonalities among the narrow participant group of this study and the broader population of part-time faculty. The inductive coding sought out among other themes any uniqueness of the participant group.

3.7 Role of the Researcher

I have been a higher education administrator at several medium to large public universities and a part-time faculty member at both a public university and a community college. I was born and raised in the central Appalachian region. The issues surrounding this study are of genuine interest and concern. My present position as a part-time faculty member has me immersed in some of the same issues debated at the national level.

Throughout the data collection and analysis process, I consistently attempted to insure my personal experiences had minimal influence on the findings of this study. In the approach of Creswell (2007) this is referred to as epoché and bracket. The idea is to identify the researcher's experiences with the phenomenon, epoché, and bracket, or block out those experiences that may influence the data analysis.

I made a strong effort to limit my influence on the tenor of the interview process and interpretation of the interview transcripts. I relied on both the verbatim interview transcripts and the audio-recordings to insure a true interpretation of the participant's comments. As a research, it was essential to remain an objective researcher.

3.8 Summary

The preceding pages have provided an in-depth view of the need for this study of English community college part-time faculty from rural Appalachia and their perceptions of their professional roles and relationships. The research methodology has been conducted in a careful and meticulous manner with an eye for the "story" of these rural Appalachian part-time faculty. The research methodology will allow the participants to discuss openly their perceptions of their professional roles and relationships within their department, college, and community. This research has been methodical and conducted with care for the human subjects (part-time faculty). Throughout this research study, I have been mindful of my role as the researcher and have done everything possible to be ethical in my research. In addition, because the participants and the community colleges wanted to maintain their identity, I have done my best to accomplish this goal.

CHAPTER 4. DATA ANALYSIS AND FINDINGS

4.1 Description of Study Participants

Nine part-time faculty members representing five community colleges volunteered to participate in this study. Demographic data of the nine participants is provided in Table 4. All participants were Caucasian, ranging in age from their early forties to early seventies. The annual household income of the participants ranged from less than $25,000 to between $75,000 and $100,000. All participants had at least a master's degree; one participant had a doctorate and a second was working on his.

The academic background of the study participants is presented in Table 5. Six of the participants were former public school teachers; four of them had over 30 years of experience. Two of the participants had academic backgrounds at post-secondary education institutions. Only one participant, John, did not have a background in a traditional education setting. John served two three-year terms as a military instructor at a military branch Fleet School in both San Diego, California and Norfolk, Virginia.

Table 4 Demographics of study participants

Name	Race / Ethnicity	Age Range (years)	Highest Degree Earned	Annual Household Income
John	Caucasian	56-60	Masters with all course work completed for doctorate	$25,000 - $50,000
Michael	Caucasian	61-65	Masters	$25,000 - $50,000
Callie	Caucasian	61-65	Masters	$75,000 - $100,000
Emma	Caucasian	51-55	Masters, Education Specialist currently in doctoral program	$50,000 - $75,000
Jane	Caucasian	46-50	Doctorate	below $25,000
Mary	Caucasian	70-75	Masters	$25,000 - $50,000
Sophia	Caucasian	56-60	Masters	$75,000 - $100,000
Anne	Caucasian	41-45	Masters	below $25,000
Marilyn	Caucasian	61-65	Masters	$50,000 - $75,000

Table 5 Academic background of study participants

Name	Academic Background
John	23 year military veteran
Michael	31 year public university
Callie	36 years as public school teacher
Emma	25 years as public school teacher
Jane	7 years as private 2-year college instructor
Mary	19 years as public school teacher
Sophia	30 years as public school teacher
Anne	3 years as public school teacher
Marilyn	32 years as public school teacher

As noted in Table 6 below, the majority of the study participants were originally born, raised and lived in rural Appalachia. Only two of the study participants moved from non-rural areas. John, a veteran, was stationed in both Norfolk, Virginia and San Diego, California. He also traveled extensively, visiting naval ports from Australia to Norway prior to his relocation to rural Appalachia. Jane lived in a suburban region of a large city located in rural Appalachia. Although Michael lived in a small city in rural Appalachia, the city was highly influenced by the presence of a large, research public university.

These part-time faculty have taught various courses. All have taught Developmental English or English Composition. Eight of them had at least six years of experience as a part-time faculty (see Table 7). As for their post-secondary teaching experience, three of the participants have twenty-one to twenty-five years of experience teaching as a part-time faculty.

Table 6 Living background of study participants

Name	Born	Raised	Prior
John	urban	Suburban	urban
Michael	urban	Suburban	rural
Callie	rural	Rural	rural
Emma	rural	Rural	rural
Jane	suburban	Suburban	suburban
Mary	rural	Rural	rural
Sophia	rural	Rural	rural
Anne	rural	Rural	rural
Marilyn	rural	Rural	rural

Table 7 Summary of part-time faculty's courses taught and teaching experience

Name	Courses (* Currently teaching)	Years at Current Position	Years Teaching as a Part-time Faculty
John	Developmental English * Introduction to Philosophy*	11-15	11-15
Michael	English Composition*	1-5	6-10
Callie	English Composition I* English Composition II*	11-15	11-15
Emma	Developmental English*	11-15	11-15
Jane	English Composition I* English Composition II*	11-15	21-25
Mary	Developmental English* English Composition I English Composition II American Literature	6-10	21-25
Sophia	English Composition I* English Composition II* Business Communication*	21-25	21-25
Anne	English Composition I* English Composition II* Developmental English*	6-10	11-15
Marilyn	English Composition I* English Composition II*	11-15	11-15

4.2 Abbreviated Case Studies

In the following section, I discuss each of the participants in detail, giving a description of their background and a summary of their interview.

John

John taught at River Community College. He was a twenty-three year military veteran and became a college instructor as a second career after retirement from the military. John has been at River Community College for thirteen years and has lived in this rural Appalachian area for eighteen years. John was not a native to the area but came

to the area to work on his doctoral degree at a nearby large research university. Near the end of his doctoral program, John began to teach part-time. Currently, John is all but dissertation (ABD) status. John would like full-time employment; however, he accepts his part-time status as a necessity to supplement his retirement income.

John's introduction to teaching occurred during his three-year appointment as an instructor at a military school in California and another appointment at a military school in Virginia. The instructor position in Virginia also included the supervision of twenty-three instructors. John said that he was "basically the principal of a high school." John found enjoyment as an instructor: "one of the only times I actually enjoyed getting up and going to work in the military was as an instructor."

River Community College, located in a rural Appalachian area near a large research university, was in an area with plenty of farms. The enrollment at River Community College has increased through the years to over 2,900 students through expansion of its service area. The college has two campuses approximately 40 minutes apart. John has taught on both campuses, sometimes even on the same day.

John saw himself as set apart from the campus community. As he stated, "I'm there basically to teach my assigned classes." He did enjoy his life as a part-time faculty in this rural Appalachia community. As he responded, "I can live and work in a place where I actually enjoy getting up and going to work every day." In addition, he enjoyed being part of the campus community: "I get the New York Times every Sunday and what I'll do on Monday is I'll distribute it to the different people here, different people get different sections of the paper. That's kind of fun." When the opportunity was available, John sought to engage members of his academic community. John's opportunity for

engagement centered around coffee and conversation: “I get my coffee in the break room all the time and sit and talk with everybody.” In addition, John sought to engage other faculty members in interests outside the academic community: “The chemistry teacher and I are fairly close because he’s the baseball coach as well.”

There was a passion to teach in John’s answers. During the interview, John would discuss his activities in the classroom. For example, he noted, “I can usually be counted upon to do an adequate to good job and every now and then, I do a great job.”

Jane

Jane has been teaching part-time at River Community College for fourteen years and has been a teacher for over twenty-one years. Jane began her career as a full-time faculty member at a small private two-year college. She lost her position when the college had financial trouble. She then began a doctoral program at a large university in the same rural Appalachian area near River Community College. Jane began teaching part-time at River Community College during her graduate program. After graduating, she remained in the area, in part as a caregiver for her elderly parents.

Although Jane moved to this rural Appalachian community as an adult, she had family roots in the community. She was originally from a nearby town, close to River Community College. Because of this, Jane had mixed feelings about her role as she stated:

> Most of my friends who are into more cultural things are not natives of (name of town). They’re all people who come there from other places. I’m kind of in the middle because I don’t consider myself a native but on the other hand my

> grandparents are from there. So I've been there all my life, going to see them on weekends and the summer. I'm kind of a hybrid.

This struggle with her role and relationship to the geographic community has created difficulties in her accepting the culture of this rural Appalachian community:

> The friends who live in another county who are not originally from around here, they tend to kind of look down on the people. Sometimes I do when I figure the people just don't understand. I'm not really an outsider or an insider. And yet I'm an insider and outsider at the same time.

In terms of teaching, Jane had a passion for challenging her students to view a much larger world than the rural Appalachian setting of River Community College. "I'm working in a small rural two-year college but to me it's Oxford and that's the way it's going to be," she said. She brought great enthusiasm to the classroom as she discussed how she made her Freshman English classes fun for her students.

> It might just be Freshman English but I want to make it fun for me and I think in doing that I might make it fun for them. I like to expose them to things that I think are good that they probably wouldn't encounter. Everything old is new again is one of my philosophies.

Jane enjoys giving back to her rural Appalachian community. She has been very involved in the local community theatre and identifies more with the theatre community than the community college community. As she remarked, "In the community, I am well known for my theatre work. Just working part-time gives me a chance to do other things that I like. I'm involved in community theatre, but I don't get paid for that so it allows me to at least have the time to do the volunteer stuff I enjoy doing."

Emma

Emma taught at River Community College as well. Emma retired after teaching English and special education in public schools for 25 years. She now teaches at middle schools as a teaching consultant. She has taught night courses at two separate community colleges for over eleven years. She taught part-time for supplemental income but stated, "I absolutely love teaching at the community college level." Emma began teaching part-time with the General Educational Development (GED) program, which is a high school equivalency diploma program. In her words, "I started over ten years ago doing GED classes. I'm not even sure how I got involved with the GED, but I enjoyed working with adult learners." She would like a full-time teaching position at the college; however, she knows that this is not going to happen. She stated, "Being adjunct which I think most people would say if they could, would love to be full-time, so it's problematic but very common."

As a special education teacher, Emma did not feel the satisfaction of teaching. As she said, "I just realized I could make a difference. Being in Special Education in public schools, I don't always feel like I make a difference. I know I'm helping kids but I don't feel like individually I'm really teaching students like I would like to do. For me teaching at the community college level has given me a chance to be a real teacher." Emma emphasized the care she had for the special education children she worked with, "I love the kids, I just don't feel I'm teaching like I'd like to do."

Emma has continued her role in the public schools as a consultant, while also teaching at the community college. Emma thought that she was more connected to the

public school education community than to the college community. These dual roles are sometimes in conflict, as Emma noted:

> On campus I am somewhat limited in that because I work for the public schools, I don't get to participate in other things. They do have me on some committees, but I think I am just on them and everyone knows I can't get to things during the day. I have to have that balance and it doesn't give me the time to be involved on campus.

Michael

Michael taught at Creek Community College. Michael retired after thirty-one years as a faculty member at a large rural Appalachian university. Upon retirement, Michael moved to the rural Appalachian community served by Creek Community College. Michael came to the community college to conduct a faculty workshop. As he remembered, "The Dean asked me when I told her I retired, to come here and teach a class or two. I enjoy students. I enjoy higher education. It was an opportunity to do so. I wasn't trying to go to the community college but since there was one in the town I was living, [I decided to teach]." Michael does not need to teach to provide supplemental income as he has his retirement income from the university. However, he was freer to choose what classes to teach and when to teach them.

Michael did not desire to become a significant part of the academic community within the college. In his words, "I don't really want to; I don't want to be on meetings. When I go to the meetings, I'm like this is why I retired." When I asked him about his sense of community within the English department, Michael was even less satisfied with the ability to build a community of faculty, noting the inability to connect with other

faculty and to some extent students: "Faculty don't get to talk, to see each other. We're kind of all separated from each other." Michael discussed the lack of appropriate part-time faculty office space as well. In his words, "It communicates though to the adjunct faculty, you come here for your class and go. I see it. When I drive up to teach a class and when I leave, I see five or six other faculty doing the same thing."

Michael has lived for four years in this rural Appalachian community. His part-time faculty position at the community college has not fostered roles in the community: "I don't think anything carries over from teaching at Creek Community to the community." His role at Creek Community College kept him isolated even from those that know him: "Most people, if you ask, who know me, 'Does he teach at the community college?' wouldn't even know." However, he was known in the community as a volunteer teacher in the college program for older adults, adding, "In the community, most people know me as the person that teaches Thoreau in the college program for older adults or when I taught mediation classes. So they know me that way."

Michael looked at the local community as follows: "I think if anything has surprised me, it's the closed mindedness of the citizenry. I associate with what you would call the more liberal elements. Those are the ones that take these courses. Those are the ones that know me. I thought it would be more open minded, progressive. They have that here but it's a small percentage. This is a very rural area. They have perceptions that run counter to their own needs."

Callie

Callie taught at Stream Community College. Prior to coming to Stream Community College, Callie taught for 36 years in the public school system. She taught

part-time for two primary reasons: supplemental income, but mostly to remain active in teaching. “It is a little extra income and plus I feel like it keeps my mind from rusting,” she said with laughter. Callie began teaching part-time while still employed full-time as a public school teacher. As she reminisced, “I taught two night classes while I was still teaching full time at the high school. That was hard. It was really hard. But one (class) worked out well while I was still teaching.” Callie retired early from teaching in the public schools for family reasons: “My daughter calls up and says we’re having a baby. Otherwise if that hadn’t happened, I’d probably still be there.”

Stream Community College is located in a small town that has been experiencing a gradual decline in employment opportunities. Callie stated, “It’s a very depressed area recreationally, economically. Two major industries ... closed down.” The residents must leave the community for their recreational and employment opportunities. In her estimation, “You have to drive out of the county and it’s a pretty big county geographically. You have to drive out of the county to do any of those things.”

Callie summed up her reason for staying in the community as “it’s home.” She was born and raised on the family farm. All of her family still lives in this rural Appalachian community. She does not intend to live anywhere else.

Callie discussed how she did not know the community college students as well as she knew her students in high school. “You meet with kids three hours a week. You’re not going to get to know them,” she observed. She had the same feelings about the college community: “I don’t really feel a part of the college community because I’m not on campus.” The administration, though, did make an effort to connect with part-time faculty. As she noted, “I think they make an effort to make the adjunct faculty feel a

part." However, the impact was often minimal. She stated, "You don't really feel that connected." An in-service meeting provided an opportunity for adjunct faculty to meet. However, it was limited to adjunct faculty so there was no opportunity to get to know the full-time faculty: "We have a, I guess they call it an in-service, each end of the summer actually before the fall semester starts. They have a nice luncheon."

Mary

Mary taught at Lake Community College for six years; before then, she taught for nineteen years in the public school system. Because of her husband's frequent job transfers, Mary has taught at many different public schools and various grade levels. Mary began teaching part-time at Lake Community College by invite. As she recalled, "People at the community college knew who I was because my husband was a very prominent member of the community working in media. One afternoon I got a telephone call from a secretary in the humanities division. 'We hear that you are certified to teach English. You have a master's degree. We have two positions open'. So, I accepted." Mary has taught because that was what she has enjoyed. She said, "Teaching is part of my identity." Fortunately, she has not had to rely on teaching for financial support: "I have never been dependent on my salary as an adjunct instructor for my living expenses."

Mary was strongly connected to her geographic community. In her words, "For me personally, I have come back home after living for 45 years elsewhere. To come back home is 'you can go home again'." In her estimation, Lake Community College has always been a strong part of this rural Appalachian community: "The college is very much a part of this community. Has been for 50 years now. The teachers, both full time and adjunct teachers, are respected members of the community. And that's part of our

identity. It kind of identifies your role – it's what you do." Here in Mary's rural Appalachian community, there was a strong sense of connection between the geographical community and the college community.

At Lake Community College, there were good relationships, at least at the department level. As she noted, "We know just about everybody within the department. I don't pretend to know people in other departments." Mary had taught at off-campus locations at other community colleges, which caused her to be isolated from the academic community: "I did not feel part of the academic community because I always taught off campus. I was not involved in any of the faculty meetings. I did not know other faculty members." Mary seemed to be satisfied with not being required to serve on college committees or conducting student academic advising like a full-time faculty member. As she stated, "These are advantages of being an adjunct that you don't have to serve on committees; you don't have a list of students for whom you are the advisor."

Sophia

Sophia also taught at Lake Community College. Sophia taught for thirty years at two high schools in the public school system but began teaching at Lake Community College while still teaching in the local public school system. As she explained, "Prior to that I had taught developmental classes at Lake Community College because you didn't have to have a master's degree to teach developmental classes." She began teaching for financial reasons: "The main reason I wanted to begin teaching college classes is because I have two girls that I wanted to be able to put through college without their having any college debt." At the same time, Sophia began to pursue her master's degree: "I went back to school to get my master's degree while I was still teaching high school. I did that

at night and then the summers. It took me two years, I think, to get my master's degree. I felt like getting a master's degree would give me more opportunity to teach those classes."

Sophia retired after public school teaching, in part because she could rely on the part-time faculty position for income: "I knew I would be able to supplement my retirement income until social security by doing this. Had I not had these part-time classes I would not have retired after thirty years."

Sophia grew up in a small rural community about fifty miles from Lake Community College. She remembered: "I went to Lake Community College my first year … and it was a better choice for me at that time and then I went to a four year college." Sophia was very strongly connected to the Appalachian community. She had a sense of pride being from a rural Appalachian area, as she stated, "I'm Appalachian to the core. I guess a feeling of pride in my heritage. I think the values that Appalachian people have are the same values that formed this country and that are largely being lost in the rest of the country."

She also felt the same strong connection to her local rural community: "I like the fact that it's safe, that people know each other, that we depend on each other." The strong social relationships that exist in small, rural communities are important to Sophia. In her view, "I had a student, (student name), who is at college. His mom came up to me and said (student name) specifically asked me to tell you he made an A on his paper. I really wonder if you live in New York how likely that is to happen to you. It makes you feel like an important person in the community, to live in a small area like this."

Sophia does acknowledge that there was a downside to the rural community. That is, “The only thing I don’t like is that it’s hard to take advantage of cultural things like concerts, art exhibitions. It would be really nice to live somewhere close enough so if you wake up on Saturday morning and feel like something there’s somewhere to go. So that’s the only thing I don’t like about it.”

Sophia was surprised at how she was welcomed into the academic community at Lake Community College. She recalled, “I think maybe I was surprised by how welcoming people are to adjunct faculty here. I had visualized it as being a small, closed community where I would be some outsider coming in and they would probably think I couldn’t teach as well as they. Wouldn’t want to share things. That’s not how it’s been at all.” After many years at Lake Community College, Sophia felt that she was an integral part of the academic community. In her words, “I feel integrated. I kind of really feel like part-time regular faculty. I don’t really feel like adjunct faculty.” This may be in part to the administration reaching out to Sophia: “They do committee work and while I’m not officially required to do anything like that, a lot of the time I will be asked to drop in and give some input on various things.”

Anne

Anne taught at Lake Community College. She has somewhat of a different academic background in that she has a bachelor’s degree in biology, with a minor in psychology. Anne worked outside of the education field before she returned to school to get her master’s in English. Anne then taught for three years at her hometown public high school but became disinterested and resigned from her teaching position. Anne began teaching part-time at Lake Community College. As she remembered, “I didn’t

particularly love teaching at the high school level. So I thought I would try Lake Community College especially since it was part-time and that was pretty much what I could handle at that point." In addition to Lake Community College, Anne taught on-line courses for a technical community college located approximately 250 miles away.

Anne depended on her part-time faculty position for her main source of income. This fact dominated almost every aspect of her interview: "I want full-time but it hasn't happened in this amount of time so I've kind of given up hope on that. I have family obligations here. I don't feel I'm kind of able to move or to travel a whole lot. So I am kind of stuck in this area at this point in my life." Anne struggled with the variability in her teaching schedule semester to semester. She stated her frustration as follows: "You don't have any stability. I don't know from one semester to another what classes I'm going to teach or if I'm going to have a class. It's kind of hard to budget your money knowing that."

Anne was the youngest of the study participants and the only participant that did not have a well-established career prior to her adjunct faculty position. Anne's identity was more strongly tied to her role as an adjunct faculty than any other study participant: "For a longtime I thought that my whole identity was wrapped up with being a teacher. Then when I started not getting enough classes, I was kind of lost. I didn't know who I was without my students. I was pretty sad for a while. My illness (she became very sick) helped put everything in perspective. I was going to put off my needed medical treatment so that I could finish that semester. My Dean said 'No you can't do that.' Your identity does really get wrapped up. It took that for me to kind of realize there's other things."

Anne felt separated from the academic community at Lake Community College. In her words, “A lot of times the adjuncts will share an office. Right now, we’re over in another building which is perfectly fine but we’re totally away from everybody else – like any other teacher. It’s so hard to interact within the department. I don’t see anybody.”

Anne felt frustrated at her status with Lake Community College. She stated her frustration, “As far as overlooked. I’ve been there longer. I should have more courses. I always get excellent student reviews. I feel that I’m overlooked at this point.” This frustration was connected to her dependence on the part-time faculty position for income: “Several years ago when I was teaching every section, I was teaching all year long. I pretty much always had three classes and I didn’t have to worry. Then just over the course of the last three or four years, it almost makes me feel I have to beg for classes. That’s what it really feels like.”

Marilyn

Marilyn teaches at Mountain Community College. Marilyn retired after teaching high school for thirty-two years in the public school system. She retired early for health reasons but soon had second thoughts. As she recalled, “I was having some problems with my health. I decided to take early retirement because of that. And because, I don’t know why I did I just did.” Although retired, she has taught adult education classes. Staff at Mountain Community College approached her several times to become a part-time faculty member: “So I didn’t stretch myself so thin. I told them to wait until I was retired and I would do it. Then the opportunity came and I began teaching at Mountain Community College and I’ve been here ever since.”

Marilyn taught part-time for the joy she received from teaching, not out of financial necessity. “I prefer part-time because at my age, there are other things that I want to do,” she said with a smile. “This gives me an opportunity to do what I like to do and it gives me other time to pursue my volunteer activities. I’m refreshed when I go into this class. I’m refreshed. Those kids are my therapy. And I like to come in - It’s fun. It’s my way of energizing myself.”

Marilyn was not concerned about her integration as a professional into the academic community but instead focused on her work environment. She discussed how happy and surprised at how nice everyone was to her: “I really didn’t know what to expect when I first came to the college but all the surprises I have gotten have been very pleasant surprises. I just could not believe that these people treated me so well.”

Marilyn was strongly connected to this geographic community and to multiple generations of its citizens: “I work with students who are like I used to teach in my high school. They are actually students who have graduated from my high school. We have similar backgrounds. Similar interests. Many of them, I know their parents, actually taught their parents.” She maintained connections to the public education community through her volunteer activities: “I get invited to the schools quite often to do programs. I love that. I read to the students. I do little skits for them. I take my guitar and at certain times like Dr. Seuss week and play and have them (the students) join in and do movements.”

Despite this strong integration into the local geographic community, Marilyn considered herself an outsider to the community:

> I am still considered an outsider. I've lived here 42 years. I'm still considered an outsider but it doesn't bother me because most of my friends are outsiders too. And those, my friends, are former teachers and we all came here from someplace else.

It was with these outsiders that Marilyn most strongly identified as her strongest role in the community. Marilyn spoke with pride of her civic duties: "The people in the county, the people in the college, they know when the retired teachers take on a project it will be successful. And we do a great deal of good for the community."

4.3 Cross-Case Thematic Analysis

Thematic roles of part-time English faculty in rural Appalachian community colleges were identified (see Table 8). Based on the theoretical framework of Organizational Role Theory, the roles accepted by the part-time faculty allow an organization to function effectively. Within this study, the organization was considered the academic community, the community college, and the geographic community that the part-time faculty identified as their community.

Table 8 Summary of part-time faculty's major thematic roles

Thematic Role

• Teacher
  ○ Difference maker
  ○ Course developer

• Advisor / Mentor

• Institutional Insider
  ○ Academic integration
  ○ Social integration

• Community player
• Income provider
• Appalachian citizen

Thematic Role 1: Teacher

Part-time faculty at community colleges were hired to teach. This was the expectation of the college administration and was the dominant role for part-time faculty within the academic community of each of the nine study participants. This was a role they embraced. Jane expressed this idea: "I spend most of my time teaching. At most four-year schools, it's the publish or perish thing. No one is really told to do that here. You can just give yourself to teaching which is good." Mary put it this way: "Teaching is part of my identity. My mother was a teacher. My sister was a teacher. It is just part of who I am."

Within the thematic role of teacher there was a sub-theme expressed by the participants - being a difference maker. Emma discussed this in comparison to her role as

a special education instructor in public schools: “For me teaching at the community college level has given me a chance to be a real teacher.” As a special education teacher in the public schools: “I love the kids I just don’t feel I’m teaching like I’d like to do.” She emphasized the need she felt to make a difference as a teacher: “I don’t always feel like I make a difference.”

Anne also mentioned this important characteristic of the role of a teacher, making a difference:

> The rewarding part is the interaction with the students. I feel like I’m very approachable. I feel like I really help students because I get to know them. Kind of like you have to learn a way to reach them. I think I have the ability to do that. That’s important to me in my career. I want to feel like I’m doing something worthwhile. That I’m making a difference. I feel like I do that as a teacher.

Multiple participants addressed the reward of making a difference in a student’s life. In discussing teaching, Michael stated, “I find it rewarding when the students actually get it. When they can actually see the stuff I’m presenting in class actually has application on the outside.” In talking about teaching older students, Mary offered the following: “They’re typically older people who’ve been out of school twenty years maybe longer. They are afraid of computers. They’re afraid of being back in the classroom. When they realize they can do it, it is very rewarding.”

Within the thematic role of teacher a second sub-theme was expressed - course developer. The term course developer is a faculty member given the responsibility to determine the most appropriate method to teach. This included, but was not limited to, the choice of textbooks, topics, assignments, and other activities related to student

learning. This responsibility was a defining characteristic of an educator. The term academic freedom is often associated with this idea but is a much broader principle. Instead, the focus in this study was limited to the responsibility to determine the most appropriate teaching methods. In describing his role as a course developer John stated, "River Community fairly much trusts us to do the job." Although given a course plan by her department, Emma described the responsibility given to her to best teach her course:

> They give you independence to do what you want to do. How you want to structure the class. Now they do provide you a course plan and that was provided to us by the department. That was very helpful. You have the freedom to implement it the way you want to structure it.

Jane expressed a similar sense of responsibility to develop appropriate teaching methods despite given a course plan:

> I pretty much have been given free reign. I wouldn't want to teach like a robot. I don't like being scripted and told this is what you'll do. They kind of give you a course plan and say this is what we want you to accomplish and then you can use your own methods.

Mary and Anne, unlike Jane and Emma, expressed their concern over the removal of their responsibility for course development. Anne found limits on her responsibility to be "very much stifling." In addition, she stated, "I was like, a robot could do that; why do you need me?" Mary had no responsibility as course developer and felt removed from the professional component of teaching:

> The whole trend is to make everything alike. From using the same textbook. For this semester I have had to use a common syllabus, a common schedule, common

> assignments. I don't really feel this is teaching anymore. I am just a facilitator for somebody else. There is very little academic freedom. I miss being able to tailor the course for the students that come to me the first day of class.

There was a significant difference among the participants in the role of course developer. The difference may have been due to administrative policy at the individual community colleges. Both Mary and Anne who spoke of having minimal input as course developer taught at Lake Community College, while Jane and Emma who spoke of having significant input as course developer taught at River Community College. John, also from River Community College, stated: "River Community fairly much trusts us to do the job."

Thematic Role 2: Advisor / Mentor

No study participants were assigned formal advising duties by their community college. Despite not assigned formal academic advising, study participants were approached by their students to be an academic advisor, as commented on by Mary:

> I do not advise students on a formal basis. Students often come and ask me, 'What should I do about this?' I am not supposed to advise you on a formal basis because I don't have the credentials to do so. But they do ask me about 'What course should I take.' '[Or] which teachers should I take.'

Part-time faculty, because they are the most accessible representative of their departments, often accept the role of default academic advisor. Part-time faculty tend to become the face of the college and may be the only faculty interactions that students, especially part-time ones, have. At the five community colleges participating in this study, between 49 percent and 63 percent of the students were part-time.

A mentor provides information on a broader range of topics, including personal matters. Although there is no agreement on the activities that define mentoring, both researchers and practitioners agree mentoring has a positive impact on several student outcomes, including student self-confidence, grade point average, and persistence (Crisp and Cruz, 2009). There are, however, very few studies on mentoring at community colleges (Cruz, 2009). Mentoring was found to have a positive influence on students' ability to integrate academically and socially within the community college and to directly influence students' desire to remain enrolled at the community college (Cruz, 2010).

Pisani and Stott (1998) found that faculty integration into the academic department was a strong factor in the willingness of part-time faculty to participate in developmental advising. Developmental advising involved student faculty interaction that allows for academic, professional, and personal growth. The distinction between academic advising, developmental advising, and mentoring is blurred, although only academic advising is the formally assigned role within many community colleges.

In general, community colleges do not assign mentors to students, although students seek them out. For many community college students, part-time faculty filled this mentoring role. Anne noted how many of her students discussed life situations in their writing. She explained how their writings opened their lives to her:

> They come to me. English is so personable they write about a lot of things that they've been through. Then they can come to me and talk about it. And it's almost like sometimes being a mentor or even like counseling. Especially with English brings so much personal information about them.

Mary also expressed involvement in her student's life: "I do tend to become involved in my student's lives. Because each one of them has his or her own story. His or her own situation, problems. I do tend to get involved in their problems." Sophia stated that she will "spend a good deal more time with them on a one on one basis before class." Michael, because of a lack of dedicated office space, finds alternate spaces to facilitate the mentor role: "I have relationships with students where I meet outside the campus like the coffee house and talk about what they want to do." Often Michael took an alternate approach: "frequently we just take a walk. It is a beautiful campus. We walk and talk."

Thematic Role 3: Institutional Insider

The role of institutional insider was defined by the degree of integration a part-time faculty member had with the department. This integration had two components: administrative integration and social integration. Administrative integration is defined in this study by the ability to participate in and influence departmental decision-making activities. Among the objections cited against academic integration are: (1) part-time faculty are paid by the course and would not give time and energy to uncompensated activities and (2) influence on departmental matters is best left to those who have a long-term investment in a department (Cain, 1988). Hoyt et al (2008) found that at a large research university 27 percent of the part-time faculty attended department meetings and 10 percent participated on department committees. Academic integration of part-time faculty at community colleges is less well documented in the literature.

Social integration is defined by the extent a person is a part of the social fabric of a department. Social fabric is simply the personal bonds of friendship that make a group of people a community. The institutional insider is defined best by administrative

integration. Social integration simply makes the department a pleasant work environment. Part-time faculty may seek administrative integration or may only desire social integration.

Both John and Michael expressed a common view of the study participants about their role as institutional insider within their departments. Speaking of himself, John noted, "I'm there basically to teach my assigned classes." Michael, speaking of himself and his colleagues, thought: "They just kind of come in, teach, and go." Continuing to discuss his pursuit of an institutional insider, Michael stated, "So professionally I don't see a whole lot of engagement. Not that I haven't asked for it. It's not there." He continued, "In the department my roles are very clear, very defined, and very limited."

Emma, Mary and Sophia expressed that their departments communicated an expectation that they contribute as an institutional insider to the departments. Emma was assigned some committee work but feels a sense of tokenism: "They do have me on some committees. But I think I am just on them and everyone knows I can't get to things during the day." Mary appreciated the effort of her department to foster administrative integration: "We are consulted about the textbook, how things are going. It's very much appreciated." Sophia expressed the strongest sense of being an institutional insider:

> They do committee work and while I'm not officially required to do anything like that, a lot of the time I will be asked to drop in and give some input on various things. Maybe because I've taught there for a long time. I feel integrated. I kind of really feel like part-time regular faculty. I don't really feel like adjunct faculty.

Mary has been encouraged by the college's administration to participate in higher level planning meetings at the state level: "We are encouraged to attend meetings on the state

level. I went to one this fall, developmental education meeting in which this new curriculum was discussed in detail."

Another trait of an institutional insider the study participants found challenging was the ability to engage both other part-time faculty and the true institutional insiders within the college and department – the full-time faculty. Michael discussed the importance of engaging with other faculty:

> I find the environment a little difficult to engage your colleagues. I think that is important professionally, to be with other professionals and be able to talk with them. Here it happens just rarely if you happen to be in the department office when somebody else comes in.

Anne discussed the challenges of faculty interaction as a result of both the physical separation of office space for part-time faculty and the time separation of when many part-time faculty were on campus:

> A lot of times the adjuncts will share an office. Right now, we're over in (name) Hall which is perfectly fine but we're totally away from everybody else – like any other teacher. It's so hard to interact within the department. I don't see anybody. If I'm teaching only, especially if it's a night class. I don't think I had any interaction with faculty other than one instructor last semester.

Not all study participants sought a strong and active academic integration. As Michael stated, "I don't really want, I don't want to be on meetings. When I go to the meetings I'm like, this is why I retired." Mary summarized the feelings of several study participants, emphasizing that although departments may ask, it is nice to be able to

decline: "These are advantages of being an adjunct that you don't have to serve on committees."

Almost all study participants expressed strong feelings of social integration in their departments. Sophia revealed her surprise at this integration:

> I think maybe I was surprised by how welcoming people are to adjunct faculty there. I had visualized it as being a small, closed community where I would be some outsider coming in and they would probably think I couldn't teach as well as they. Wouldn't want to share things. That's not how it's been at all. The English faculty there is just very pleasant to me. Anytime I need anything or I just have a question. We are just old friends together now.

Representative of all study participants was the comment by John: "All I have to do is ask and the stuff is there. Any time you need something or anytime you want help from somewhere it's really not that very far away. People are willing to help."

Thematic Role 4: Community Player

The role of community player was the sense of community a part-time faculty member has for their geographic community. Sense of community is defined by a feeling of belonging, membership, a sense of mattering, and influence. The role of community player may be affected by their role within the college's academic community.

Rural community colleges are frequently the cultural and community center for their communities (Miller and Kissinger, 2007). As Mary stated, "The college is very much a part of this community. Has been for 50 years now." Emma also repeated this feeling, "I am proud to tell people that I teach at the community college. The college is well respected in the community."

Rural community colleges can help to develop community inclusiveness and community pride as well as create a value-added community lifestyle (Miller and Tuttle, 2007). In a study of a rural community, Miller and Tuttle (2006) found that informal interactions between community members and the highly educated faculty and administrators of a community college could positively influence community members' attitudes on the importance of post-secondary education. Deggs and Miller (2011) thought that educators should consider interactions with the community through civic agencies, religious organizations and informal associations as a means to influence community expectations for post-secondary education. Faculty in rural community colleges should be community players to shape community attitudes on education and this best occurs in informal settings. Therefore, it is important for community college faculty, whether full-time or part-time, to be part of the community – a community player.

A person's connection to a well-respected institution within a community can strengthen the role of community player. Jane, speaking to how people react when she was introduced as an employee at River Community College, stressed, "A lot of people seem impressed by it and they're like, 'This is Dr. Jane. She teaches there.'" Both Sophia and Mary talked about how their role at the community college improves their status within the geographic community. Sophia stated, "I think probably people accord me a higher social status. They see that it's more important than teaching at the high school level." Mary stated, "I think there is some status involved in being a teacher especially being at the college level in this community."

Sophia believed that within a small community there is more recognition of her role in the community college and its impact on the community:

> In the community, it's important because so many people here do not have an opportunity to go to college and really want that opportunity for their children. I am one of the people who supplies that for them. Because of that it makes me an important, valuable person in the community. I do feel like people recognize that here more than they would in the city. Because with things so impersonal your kid could go to college and have anybody if you live in New York or somewhere but here they know who it is. It does give one a strong sense of being valued in the community.

Marilyn discussed the impact she has on a small community:

> Rewarding is that I work with the students that are from this area. I work with students who are like I used to teach in my high school. They are actually students who have graduated from my high school. We have similar backgrounds. Similar interests. Many of them I know their parents, actually taught their parents.

Two of the study participants, Michael and John, offered very little discussion on their role as a community player. Michael's comment on this role was simply: "I don't engage the rural community very much." In addition, Michael sees no connection between roles: "I don't think anything carries over from teaching at Creek Community to the community." Neither Michael nor John had deep roots in their geographic community having moved into their communities after retirement.

Thematic Role 5: Income Provider

Only three study participants required their income as part-time faculty to provide a major part of their living expenses. The theme is important not in the sense that only three of the study participants relied on their faculty position for income but that six of the participants did not need the financial support from their part-time faculty position. Mary was representative of the six study participants who did not rely on a part-time faculty position for living expenses: "I have never been dependent on my salary as an adjunct instructor for my living expenses. And that is my situation right now. I am not on the schedule to teach the spring semester. It is not a big worry either way." Jane, on the other hand, was extremely sensitive to her employment situation: "This year was terribly frightening; it looked like I wasn't going to have any classes. It was about three or four days before the semester started, and things opened up and I had three courses."

Anne depended on income from teaching on-line courses at another college: "Usually I'm, for the last couple of years, I've only been teaching in the fall semester for Lake Community College. If it weren't for the other college I wouldn't have been able to pay bills."

John, a retired military veteran, required the income to supplement his military retirement. John is concerned about the decreasing availability of courses: "I didn't anticipate that my hours would be cut semester after semester after semester. I have no problem being part-time as long as I have a predictable number of hours that I would be teaching." John did not believe finding a full time position would be so challenging: "I thought a full time job was going to be a little bit quicker. I didn't anticipate that."

The instability in available courses has challenged Anne over the last couple of years as she stated:

> Several years ago when I was teaching every section, I was teaching all year long. I pretty much always had three classes and I didn't have to worry. Then just over the course of the last three or four years, it almost makes me feel I have to beg for classes.

Anne was abandoning her efforts to find a full time faculty position: "I want full-time but it hasn't happened in this amount of time so I've kind of given up hope on that." She was pursuing a career change to find improved job stability: "After being at Lake Community College for so long that there was no opportunity for full-time. I still love teaching. I'll still do part-time no matter where I go with this new masters but I have to have something stable."

Thematic Role 6: Appalachian Citizen

The role of Appalachian citizen was the sense of community a part-time faculty member has for the Appalachian community. Sense of community is defined as shared emotional connection. This was the commitment and belief that they have a shared history, culture, common places, and similar experiences. Ahlbrant and Cunningham (1979) viewed sense of community as an integral contributor to one's commitment to a neighborhood and satisfaction with it. The sense of community was thought to include the following seven items: feeling at home in the community, satisfaction with the community, agreement with the values and beliefs of the community, feeling of belonging in the community, interest in what goes on in the community, feeling an important part of the community, and attachment to the community (Kasarda and

Janowitz, 1974; Rhoads, 1982). Most importantly was the recurring emphasis on neighboring, length of residency, planned or anticipated length of residency, home ownership, and satisfaction with the community (McMillan and Chavis, 1986).

Mary strongly expressed her emotional connection to her rural Appalachian hometown: "For me personally I have come back home after living for 45 years elsewhere. To come back home is: 'You can go home again.'" Sophia explained her emotional connection to the Appalachian community very clearly:

> I'm Appalachian to the core. I guess a feeling of pride in my heritage. I think the values that Appalachian people have are the same values that formed this country and that are largely being lost in the rest of the country. Those things include number one independence, number two a sense of patriotism and belonging in this country and price in it and number three is strong work ethic. I see this quality in students but not as much as when I began teaching. The same qualities that make it a good place to teach make it a good place to live.

Although not unique to the Appalachian community, Mary found comfort in her hometown:

> I guess I'm still surprised I still know people. It's been almost ten years since we've been back and I am still pleasantly surprised to see people I know. It's just very comfortable. I know the culture. I know the lifestyle. The mores. The habits. The attitudes of the people. Because I spent the first 16 years of my life here.

Although there was a positive sense of community among most of the study participants, Emma's comments were representative of the challenges of living in a rural Appalachian community, as recognized by many of the study participants:

> I think that we're all kind of in a mode of thinking in this area. When you grow up in a certain community you just kind of think a certain way. We're kind of a small town kind of set in our ways. It's not to say people aren't open.

Emma, continued by saying, "The people of this Appalachian community think a certain way, small town. The people do not travel a lot. They have not gone overseas. Their knowledge is limited. They could learn a lot from the outside."

Jane struggled to maintain a positive emotional connection to the Appalachian community: "The friends who live in another county who are not originally from around here they tend to kind of look down on the people. Sometimes I do when I figure the people just don't understand." Marilyn commented on the challenges of membership in the Appalachian community: "I've lived here 42 years. I'm still considered an outsider but it doesn't bother me because most of my friends are outsiders too. And those, my friends, are former teachers and we all came here from someplace else."

Several study participants voiced opposition to this sense of community. Both John and Michael were born and raised in urban/suburban areas of the country. Both lacked rural Appalachia roots. John, in a strong country accent, stated, "What bothers me is there's still that red-neck attitude that this is a very rural place and they can bring their shot gun to school and 'goin to do some deer huntin later'." In addition, Michael expressed the following:

> They're not aware of their own needs. They tend to vote against their needs. I thought it would be more open minded, progressive. They have that here but it's a small percentage. This is a very rural area. They have perceptions that run counter to their own needs.

Anne talked about her need to understand the rural Appalachian community to be a better teacher by building relationships with her students. She discussed that "in" which is a shared experience:

> I think we have, especially for English, a rich heritage to write about. I understand this culture. If I don't know anything about that student, then I can't figure out anything to reach them. When I graduated with my masters I thought I have all this information and I'm just going to get up in front of them and tell them and they're going to get it. It doesn't work like that. If you don't know a little about them you don't have that in.

4.4 Summary

The themes that emerge of the part-time faculty in rural Appalachian community colleges tell of part-time faculty who embrace the roles of teacher and mentor. They embrace the sense of community within both their geographic community of rural Appalachia and the academic community of the college. They embrace the friendships within the academic community but not the administrative duties that might come with full membership in the academic community. The strong relationships with their geographic community allow them to better connect with the students who they share a common community.

CHAPTER 5. CONCLUSIONS

5.1 Conclusions

The purpose of this study was to explore the perceptions of part-time English faculty in rural Appalachia regarding the nature of their professional roles and relationships within their department, the community college and the community. Thematic analysis of the semi-structured interviews of nine part-time faculty yielded the following roles: teacher – difference maker, teacher – course developer, advisor/mentor, institutional insider, community player, income provider, and Appalachian citizen. The nine part-time faculty could be classified as to the part-time status (see Table 9). Two thirds did not seek full-time employment and while teaching provided supplementary income, they were not dependent on their position for living expenses. The remaining part-time faculty sought full-time positions and were dependent on their positions for living expenses.

The dominant role played by the nine part-time faculty was teacher – difference maker. This role was embraced by all the participants and was expected by the community college. Expectations associated with this role were clear. Five of the nine participants were retired public school teachers with between 19 and 36 years of experience. They had strong connections to the geographic community and brought their teaching passion into the community colleges.

Table 9 Classification of part-time faculty in study

Classification	Number in study group
Retired from primary job Not seeking full-time Not dependent on income	6
Second career Seeking full-time Dependent on income	3

A secondary role played by these part-time faculty was advisor/mentor. However, the part-time faculty were not formally assigned an advising role by the community college nor given resources, such as private office space in which to effectively carry out this role. Regardless, students saw these faculty, which they do not see as part-time faculty, as the face of the college. In fact, the only regular interactions some students may have with the college was through the part-time faculty. Part-time faculty became by default academic advisors.

Limited academic integration leading to the role of an institutional insider may limit the effectiveness as academic advisors. Study participants described an environment with limited opportunities to engage the department administration and full-time faculty. This limited the knowledge part-time faculty have about administrative and academic practices, policies and procedures. These were key components of academic advising.

The student part-time faculty relationship may move beyond that of academic advisor to the role of mentor. Although study participants used the term advising, they

were often mentors. Mentoring did not require a part-time faculty member to have knowledge of administrative and academic practices as an institutional insider. Instead, the role of a mentor was to supply to a student perspectives gained through life experiences. A mentor was a role more suited to a part-time faculty member that had retired from a lengthy career. They had life experiences they could share with these students. In addition, the majority of these part-time faculty could relate to these rural Appalachian students as they were from the same or similar geographic community.

All the study participants reported that they were socially integrated into their departments, the social aspect of being an institutional insider. They reported feeling welcomed by both administrators and staff. Limited opportunities to engage with full-time faculty or other part-time faculty decreased the social integration with those groups. Opportunities were limited because of physical isolation, little or no office space, or temporal isolation, such as teaching evening courses.

Only a few of the study participants felt administratively integrated into their departments. Committee assignments were not formally assigned to part-time faculty. Several participants reported occasionally being asked to be on a committee. The part-time faculty who were seeking full-time positions were more interested in this area.

Study participants reported recognition within their geographic community for their role as teachers at the community colleges. Several participants reported a sense of improved status within the community. A difference was observed between those participants with a rural background compared to those with an urban or suburban background. Many of the participants were long-time residents of their community and received recognition in the community because of their earlier activities.

Several of the study participants embraced the role of Appalachian citizen in building a relationship and connecting with their students. One participant emphasized how the Appalachian culture provided an "in" to connect literature and writing to the student's lives. Although this approach was not unique to the Appalachian region, it may provide part-time faculty with an appreciation of Appalachian culture with which to connect and build relationships with their students.

5.2 Policy Implications

The implications of this research from a policy standpoint for rural community colleges are very favorable. Rural community colleges in Appalachia have access to an experienced, dedicated group of retired public school teachers that are qualified to teach at the community college level. This is important as many rural colleges struggle to attract highly qualified faculty (Burnett, 2004). In addition, there is no reason to believe that the trend of increasing reliance on part-time faculty will change. In rural areas where the number of qualified part-time faculty may be very small, the English discipline is an exception.

The administrations in the community colleges in this study have utilized this group of retired public school teachers to form a pool of part-time faculty dedicated to teaching and committed to their students. As this research did not interview administrators I cannot state that there was an active policy to recruit and develop this pool or if it simply happened by chance. Community college administrators should look at policies and practices that can better formalize this pipeline of qualified part-time faculty. Charlier and Williams (2011) found that although both rural and urban

community colleges face challenges in recruiting qualified part-time faculty, rural institutions alone suffer from a limited pool of potential qualified applicants.

Part-time faculty in English departments at rural Appalachian community colleges represents a very small fraction of the part-time faculty population across all of higher education. They are unique in that one segment of the study participants, retired teachers, who bring strong community connections to the community college, often, teach for the joy of it, and are less financially dependent on their income from teaching. They appear to be from the community college administrator's view the ideal part-time faculty.

Rural community colleges should evaluate the role of advisor / mentor that some part-time faculty undertakes. Providing good quality office space would provide privacy for advising and mentoring. Office space would also create a home for part-time faculty. This would allow even part-time faculty with evening courses to be on campus during normal hours. This might allow for better integration with full-time faculty.

5.3 Improving the Roles and Relationships of Part-time Faculty

Part-time faculty are a valuable resource for rural community colleges. As with any valuable resource, they must be developed to their full potential for the benefit of both the faculty and the community college. Roueche, Roueche, and Milliron (1995) recommended the following implementation strategies to improve the utilization and integration of part-time faculty based on best practices from several community colleges:

- All part-time faculty should be recruited, selected, and hired with clear purpose and direction
- All part-time faculty should be required to participate in substantial orientation activities and provided with faculty support structures

- All part-time faculty should be required to participate in professional development activities
- All part-time faculty should be integrated into the life of the institution
- The performance of all part-time faculty should be evaluated
- All part-time faculty should be provided equitable pay schedules

Based on this study, the following recommendations are provided that will strengthen the roles and relationships of part-time faculty at rural community colleges.

Community colleges should develop a formal recruitment program for part-time faculty from the pool of qualified retired and soon to be retired public school teachers. Because rural communities often have an insufficient pool of qualified applicants, recruitment of part-time faculty can be a significant challenge (Charlier and Williams, 2011). The recruiting of rural community college faculty has focused on recruiting full-time faculty (Murray, 2007) with little thought on the recruitment of part-time faculty.

Recruiting part-time faculty is challenged by a fluctuating enrollment from semester to semester. Although the retired public school teachers in this study did not rely on their part-time position for financial support, there were expectations of continual employment. Community colleges need to resolve the need for last minute adding or dropping of course offerings. Community colleges should identify those part-time faculties more amendable to last minute changes.

Community colleges should develop a formal orientation program for part-time faculty, both new and returning. The orientation should include both administrative issues (the logistics of being a part-time faculty member) and insight into the strategic vision of the college and the role of part-time faculty in that strategic vision. If no such strategic

plan for the use of part-time faculty exists, then the community college should develop such a plan. A goal of the orientation program is to begin to build a sense of community within the part-time faculty.

An important component of the orientation program must be a discussion of the role expectations for part-time faculty. Part-time faculties at different community colleges in this study were given significantly different amounts of flexibility in course development. Providing part-time faculty guidance on course development will not reduce the angst that some part-time faculty in the study felt over the loss of teaching freedom but may help faculty to maximize the freedom that does exist within course development. For example, while specific books may be assigned to a course, faculty can require additional readings as long as the required readings are used.

Community colleges should recognize that many part-time faculty are part-time faculty because they enjoy teaching. Such was the case with the participants in this study. While it is recognized that the standardization of courses and programs is inevitable, community colleges must work to maintain the enjoyment component of teaching in their programs.

Community colleges should provide the opportunity for part-time faculty to participate in formal academic advising and mentoring roles if the faculty desires such a role. The following was taken from the Adjunct Faculty Handbook from a community college participating in this study:

> Although most academic advising of students is done by designated full-time faculty members, adjunct faculty should be familiar with appropriate college curricula and procedures. In evening classes, especially, some students' only

> contact with faculty is with adjunct instructors. Because of this arrangement, adjunct faculty should also be familiar with the college's graduation requirements, grading system, academic standards, and deadlines for changing class schedules and for withdrawing from classes without penalty.

Part-time faculty are told to be prepared to fill the role of academic advisor but are not permitted to have the formal role of academic advisor. The use of part-time faculty as academic advisors may benefit the community college. As the number of full-time faculty decreases, the advising load on the remaining faculty will increase. The use of part-time faculty can balance this increased advising load. Further, part-time faculty should be compensated for their role as formal academic advisors.

Community colleges should develop professional development opportunities that include both part-time and full-time faculty. On-line professional development can provide the flexibility that part-time faculty often desire. However, on-campus opportunities that include both part-time and full-time faculty allow for the development of collegial relationships between the full-time and part-time faculty. These opportunities will enhance the integration of part-time faculty into the college. It is important that the professional development not appear as the full-time faculty explaining to their lesser part-time counterparts how to teach.

Community colleges should develop a part-time faculty professional development grant program. The grant program should fund a broad array of activities from course development to conference attendance. The grant program is evidence that the importance of part-time faculty to the mission of the community college is recognized

and appreciated. The application process should be minimal to encourage wide participation and the selection committee should include part-time and full-time faculty.

Community colleges should develop opportunities to allow part-time faculty to be involved in department and college governance activities. College administrators should create standing positions for part-time faculty representatives on department and college committees, such as curriculum review committees. This position can be an elected position by part-time faculty. Part-time faculty representatives should be compensated for their duties. It is important that the elected representative commit to attending all assigned committee meetings and keeping the part-time faculty informed of issues.

In addition, the college president should establish an equal representation of part-time faculty where there exists an equivalent full-time faculty representation. For example, if full-time faculty have representation on a president's executive committee, there should be a part-time faculty representative.

Not all part-time faculty seek opportunities to participate in administrative responsibilities. However, by providing these opportunities, those part-time faculty that seek greater academic integration can participate in departmental and college governance.

Community colleges should establish a teaching center that caters to part-time faculty. Such a center can provide meeting and work space for part-time faculty during the week but also on weekends and evenings. The center should provide logistical support for part-time faculty, such as a lunchroom, copying facilities, mail center, telephones, and computing resources. The center's goal should be to provide a dedicated space to support part-time faculty and to provide a meeting place to build a sense of community.

Community colleges should establish a mechanism that provides opportunities for part-time faculty to be interviewed for open full-time positions. Although the majority of part-time faculty in this study were not interested in full-time positions, one participant planned to give up on waiting for one.

Community colleges should develop methods to recognize part-time faculty as part of the community college. Part-time faculty should be formally recognized for excellence in any manner in which full-time faculty are recognized. If no such recognition exists, they should be created. Often the smallest touch yields the greatest reward. One study participant commented that they were excited when their name appeared on the class schedule instead of being listed as staff. Part-time faculty should be listed on the college web page and in the faculty directory in a similar manner as full-time faculty. In general, community colleges need to recognize part-time faculty as well-trained professionals on equal footing as their full-time counterparts. Often this can be accomplished at minimal cost. As Sophia stated:

> I feel like my role there is in a way just as important as their regular faculty because I have this specific function and feel like I fulfill it. In the community, it's important because so many people here do not have an opportunity to go to college and really want that opportunity for their children. I am one of the people who supplies that for them. Because of that, it makes me an important, valuable person in the community.

5.4 Recommendations for Research

Further research should study part-time faculty at rural community colleges from the view of administrators, full-time faculty, and students. The perceptions of students

would be extremely valuable in shaping the administration's policies and practices regarding part-time faculty.

This study revealed how these English part-time faculties see their roles and relationships within the academic and geographic community. The participants talked about their role as teacher and mentor and their close relationship with their students. However, this research provided only one view of this relationship. The perceptions of the students were not investigated. This view merits additional research.

Students at many community colleges in urban settings may not, in general, be as familiar with their faculty as students in rural community colleges. They may not be members of either the same academic or geographic community. There is less of an initial relationship between the faculty and student. In rural Appalachian community colleges, faculty and students are more likely to be members of the same geographic community and at least shared a common high school academic community creating a stronger initial relationship. It is important to understand how theses stronger initial relationships impact student's perceptions of part-time faculty and its impacts on learning.

Further research of community college administrators in rural Appalachian areas would be beneficial to learn the perceptions of the roles of part-time faculty. For example, how do they perceive part-time faculty roles concerning academic integration? Another area of concern would be their perceptions of part-time faculty's roles concerning teaching, academic advising, and curriculum decisions.

In addition, further research of community college full-time faculty in rural Appalachian areas would be beneficial to learn their perceptions of the roles of part-time

faculty. For example, how do they perceive part-time faculty roles concerning academic integration, teaching, academic advising, and curriculum decisions?

Another area of further research would be to look at the differences between full-time and part-time community college faculty in rural Appalachia, for example, their academic backgrounds and the effect that has upon student learning and retention.

Another area would be a better understanding of the path leading to both the full-time and part-time faculty's employment at rural Appalachian community colleges. Is their employment purposeful or is it just because there was a job opening? What attracted them to rural Appalachia? This research should also look at other rural areas, such as the northwest United States and tribal areas. In addition, how does having a shared common bond or background, such as being from rural Appalachia, affect the faculty and student relationships at the community college?

The research of community college part-time faculty in rural Appalachia is limited. It is recommended that a longitudinal study of rural Appalachian community college part-time faculty be conducted. This would enhance the knowledge of these part-time faculty and provide some needed data for further research.

In this story, I have heard the voice of the part-time faculty but the voice of the students and the college administrators waits to be heard. Subsequent research both qualitatively and quantitatively can provide a better understanding of community college part-time faculty in rural Appalachian areas.

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APPENDICES

Appendix A: Sample letter to Community College Presidents

Dear Sir:

My name is Ruby Robinson, a doctoral student at Purdue University. For my dissertation, I would like to conduct a qualitative study looking at community college English part-time faculty in rural Appalachia. Below is my abstract, which will explain this research in more detail. I have applied for approval for this research project and my Institutional Review Board (IRB) needs your permission for me to conduct this research at your institution. I would be interviewing four to five part-time English/Literature faculty at an offsite location sometime in late September or early October. I would need a list of part-time English / Literature faculty along with their phone numbers and email addresses from you. To recruit the 4-5 volunteer participants, I would email or call these English/Literature part-time faculty and those responding will be the volunteer participants of this research.

My Institutional Review Board needs an email from you (or someone at the college) giving me permission to conduct this research with your college and with your part-time English / Literature faculty.

I have been studying part-time faculty for several years and I lived in this rural Appalachian region for half of my life.

I hope that I have explained what I will be doing. If you have any questions, please just ask me. Could you let me know of your permission within the next two weeks?

Appendix B: Sample letter to English / Literature Part-time Faculty

Ruby Robinson
Beering Hall – 5th Fl., Educational Studies
Purdue University
West Lafayette, IN 47907-2114

Dear English / Literature Part-time,

Hello. My name is Ruby Robinson and I am a doctoral student working with Professor Anne Knupfer at Purdue University. We are conducting a study for my dissertation, which will take a closer look at community college part-time faculty in rural Appalachia region. We want to look at your perceptions of your professional roles and relationships at the community college and within your community. Specifically, we want to know your thoughts on your professional roles and relationships in your English / Literature department, your community college, and your community. This study is an initial look into part-time faculty at rural Appalachian community colleges. In addition, as a part of this long-term project, we hope to obtain a larger picture of rural Appalachian part-time faculty and their culture.

I'm currently interviewing English / Literature part-time faculty at rural community colleges in the Appalachian region. You will be asked some questions, however, your story and thoughts are particularly interesting to me. Your participation is completely voluntary and your confidentiality will be maintained as I will use a pseudonym for your name and college.

I would like to set up a time to talk with you if I may at an off-campus local location. The interview should take about an hour. I would like to meet in person at a day and time most convenient for you. Could we set up a day and time which is good for

you? You may respond back to me either by email or phone. I look forward to meeting and talking with you at your earliest convenience.

Sincerely,

Ruby Robinson

Appendix C: Sample permissions to conduct the proposed study

Example 1.

Good Morning, Ms. Robinson:

On behalf of Dr. ____, I am responding regarding your request to interview part-time NRCC English faculty for your research project. Please accept this as permission to do so. I will provide you with contact information for the dean who supervises these faculty and who would provide you with contact information for them.

Wishing you well with your study,

Example 2.

Dear Ms. Robinson,

I hope things are well with you. Listed below are the English Adjunct Faculty members' names and contact information:

I have sent an email to them informing them of your project. I wish you the best of luck!

Let me know if I can be of further assistance.

Sincerely,

Appendix D: Initial Telephone Script to set up the Interview Appointment

"Hello. My name is Ruby Robinson and I am a graduate student working with Professor Anne Knupfer at Purdue University. We are conducting a study, which will take a closer look at community college part-time faculty in rural Appalachia region of … We want to look at your perceptions of your professional roles and relationships at the community college and within your community. Specifically, we want to know your thoughts on your professional roles and relationships in your English / Literature department, your community college, and your community. This study is an initial look into part-time faculty at rural Appalachian community colleges. In addition, as a part of this long-term project, we hope to obtain a larger picture of rural Appalachian part-time faculty and their culture.

I'm currently interviewing English / Literature part-time faculty at rural community colleges in the Appalachian region of … You will be asked some questions, however, your story and thoughts are particularly interesting to me. Your participation is completely voluntary and your confidentiality will be maintained as I will use a pseudonym for your name. I really would like to set up a time to talk with you if I may. The interview should take about 45 minutes to an hour. I would like to meet in person at a day and time most convenient for you. Could we set up a day and time which is good for you?"

Appendix E: Informed Consent Form

RESEARCH PARTICIPANT INFORMATION SHEET

Title: PERSPECTIVES OF RURAL APPALACHIAN COMMUNITY COLLEGE PART-TIME FACULTY

Principal Investigator: Anne Meis Knupfer, Department of Educational Studies, Purdue University, West Lafayette, IN

What is the purpose of this study?
The purpose of this research is to take a look at the English / Literature part-time faculty (adjunct) whose primary job duties are teaching at rural community colleges/two-year colleges (further referred to as community colleges) located in the southern Appalachian region of … This research study will be using qualitative data collection. Specifically, I will contribute to the understanding of the complexity of community college English / Literature part-time faculty employment in the rural Appalachian region of … and determine their professional roles and relationships at the colleges and within their community. This will be a new area of research, as most other research has looked at part-time faculty as a group, rather than at the departmental level. Also, most other research on part-time faculty has focused on urban areas and there is very little research of part-time faculty in rural areas.

What will I do if I choose to be in this study?
In person interviews of part-time English / Literature faculty members will be conducted to determine your thoughts on your professional roles and relationships at the community college and within your community. We will be interviewing 4 or 5 part-time faculty from your college at an off-campus location that is convenient to you. We will have some specific questions to ask you, however, it is hoped that you will tell your story about your perspectives of your professional roles and relationships at the college and within your community. You will be recorded orally in order to record our interview so that you can tell your story in your own words. This audio recording will be used for memory purposes only and will assist me in ensuring the accuracy of the data collected and will be destroyed once transcribed. You do not have to be recorded if you do not want to. You may stop the recording at any time and you may talk "off the record," whenever you would like to do so as well.

How long will I be in the study?
This one-time interview will last 45 minutes to an hour, depending on your responses and the amount of time you are able to give. You are free to end the interview at any time.

What are the possible risks or discomforts?
If the risk level is minimal, please also state that they are no greater than the participant would encounter in daily life or during the performance of routine physical or psychological exams or

tests. Breach of confidentiality is a risk and safeguards are used to minimize this risk can be found in the confidentiality section below.

Are there any potential benefits?
There are no direct benefits to you for participating. The benefits of participating in this research may include the excitement of participating in a research project, the opportunity to share your experiences with others, and the chance to help others by contributing what you know. There may be benefits to the general knowledge or to society.

Are there costs to me for participation?
You will have minimal transportation costs to the off-campus site (local public library or community center) for the interview.

The following disclosure(s) is(are) made to give you an opportunity to decide if this(these) relationship(s) will affect your willingness to participate in the research study.

Will information about me and my participation be kept confidential?
The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. For purposes of this study, both your name and the college and community's identity will be kept confidential. I will also not reveal to anyone else that you have agreed to participate, although you are free to do so. Your identity will be kept confidential by assigning you a pseudonym name and all documentation will refer to that name rather than to your actual name. The audio interview will be transcribed and these transcriptions will be stored along with the written notes on a password-protected university computer. The only person who will have access to the data will be the principal (Anne Meis Knupfer, Ph.D.) and graduate assistant (Ruby Robinson). The data will be maintained indefinitely for possible future use. The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. The dissemination of this research will be published in scholarly journals or books, and presented at K-16 venues.
What are my rights if I take part in this study? Your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled. If you withdraw from the research, all of your data will be immediately destroyed. The decision to participate or not in this research will have no effect on your relationship with the community college.

What are my rights if I take part in this study?
Your participation in this study is voluntary.

Who can I contact if I have questions about the study?
If you have any questions, comments, or concerns about this research project, you can talk to one of the researchers. Please first contact Anne Meis Knupfer, PhD, Purdue University, West Lafayette, IN, Email: knupfer@purdue.edu: Phone: # or secondly, Ruby Robinson, Purdue University, West Lafayette, IN, Email: rrobins@purdue.edu, Phone: #. If you have questions

about your rights while taking part in the study or have concerns about the treatment of research participants, please call the Human Research Protection Program at (765) 494-5942, email (irb@purdue.edu) or write to:

Human Research Protection Program - Purdue University
Ernest C. Young Hall, Room 1032
155 S. Grant St.
West Lafayette, IN 47907-2114

Documentation of Informed Consent

I have had the opportunity to read this consent sheet and have the research study explained. I have had the opportunity to ask questions about the research study, and my questions have been answered. I am prepared to participate in the research study described above. A copy of this Information Sheet will be given to you (participant) to keep for your records.

Appendix F: Interview questions for Part-time English Faculty

Initial Interview Meeting

Researcher Says:

"Hello and Thank you so much for agreeing to participate in this research project. You have already signed the consent form but do you have any questions before we begin or if they have not signed the consent form, I will give them the consent form to sign and go over the form with them, allowing time for questions.

"Hello. My name is Ruby Robinson and I am a graduate student working with Professor Anne Knupfer at Purdue University. We are conducting a study, which will take a closer look at community college part-time faculty in the rural Appalachian region of … We want to look at your perceptions of your professional roles and relationships at the community college and within your community. Specifically, we want to know your thoughts on your professional roles and relationships in your English / Literature department, your community college, and your community. This study is an initial look into part-time faculty at rural Appalachian community colleges. In addition, as a part of this long-term project, we hope to obtain a larger picture of rural Appalachian part-time faculty and their culture.

I'm currently interviewing English / Literature part-time faculty at rural community colleges in the Appalachian region of … You will be asked some questions, however, your story and thoughts are particularly interesting to me. Your participation is completely voluntary and your confidentiality will be maintained as I will use a pseudonym for your name. The interview should take about 45 minutes to an hour. Also during our discussion, if you do not understand something or have a question, please just ask me.

We can begin with your story of being a part-time faculty member and I will follow with my set of questions. Do you have any questions? (Allow time for them to ask questions). Ok, let's begin."

Appendix G: Interview Guided Questions

Interview questions for Part-time English Faculty

Name_____ Community College _____
Date_____ Time_____ AM or PM
Pseudo Name _____

Demographic Data to be completed by participant

Please **circle** the answer that best describes you

1. Gender:
    a) Female
    b) Male

2. Race/Ethnicity:
    a) African American or Black
    b) Caucasian/White
    c) Asian/Pacific Islander
    d) Hispanic
    e) American Indian or Alaska Native
    f) Latino
    g) Multiracial
    h) Other

3. Age
    a) 26-30
    b) 31-35
    c) 36-40
    d) 41-45
    e) 46-50
    f) 51-55
    g) 56-60
    h) 61-65
    i) 66-70
    j) 70-75

4. Marital status
    a) Married

b) Widow
c) Divorced
d) Separated
e) Never been married

5. Household size
   a) 1
   b) 2
   c) 3
   d) 4
   e) 5
   f) 6
   g) Over 6

6. Household income:
   a) below $25,000
   b) $25,000 - $50,000
   c) $50,000 - $75,000
   d) $75,000 - $100,000
   e) $100,000 - $125,000
   f) $125,000 - $150,000
   g) over $150,000

7. Religious affiliation
   a) Roman Catholic
   b) Mormon
   c) Jewish
   d) Seventh-Day Adventist
   e) Protestant
   f) Muslim
   g) Christian Scientist
   h) Orthodox church
   i) Other

8. Home ownership
   a) Own
   b) Rent
   c) Live with Extended Family
   d) Other

9. Place of birth
    a) Rural
    b) Urban
    c) Suburban

10. Area where raised
    a) Rural
    b) Urban
    c) Suburban

11. Prior to coming here, where were you from?
    a) Rural
    b) Urban
    c) Suburban

12. Highest degree earned
    a) Certificate
    b) Associate
    c) Bachelors
    d) Masters
    e) Doctoral
    f) Professional (MD, JD, etc.)

13. Of your highest degree earned, when did you graduate? 19___.

14. Total years teaching part-time
    a) 1 - 5 yrs.
    b) 6 - 10 yrs.
    c) 11 - 15 yrs.
    d) 16 - 20 yrs.
    e) 21 - 25 yrs.
    f) Over 25 yrs.

15. Total years teaching part-time at your current college?
    a) 1 - 5 yrs.
    b) 6 - 10 yrs.
    c) 11 - 15 yrs.
    d) 16 - 20 yrs.
    e) 21 - 25 yrs.
    f) Over 25 yrs.

16. Please complete the table with the courses you generally teach each semester?

Course Number	Course Title	Enrollment Number	Grade Level	Semester
(Ex.) Soc. 101	**Introduction to Sociology**	**30**	**Freshman**	**Fall and Spring**

17. How many credit hours do you generally teach each semester?
    Fall _____ credit hours
    Spring _____ credit hours
    Summer _____ credit hours

18. Current teaching types
    a) On campus
    b) Online
    c) Video Linked
    d) Hybrid courses

Research Questions to be asked by the researcher

19. Could you tell me a little about yourself?
20. Would you tell me about your typical day at your college?
21. How did you become a part-time faculty member?
22. What are your reasons for teaching (part-time and at the community college)?
23. Do you have employment outside this part-time teaching position? Yes or No
    If yes, could you tell me about this?
24. What do you find rewarding and problematic about your work here?
25. What do you find rewarding and problematic about living in this community?
26. How do you think your work at the college affects the way you are perceived in the community?
27. What about living here has surprised you? Not surprised you?
28. What about working at the college has surprised you? Not surprised you?
29. What has met your job expectations here and what has not?

30. How would you describe your professional roles within your community college, department, and rural community?
31. How would you describe your relationships within your community college, department, and rural community?
32. How are you involved professionally both on and off campus? Are you involved in committees, activities, mentoring, advising, new course creation, blackboard creation, faculty meetings, journal/research writing, campus/community newspaper, newsletters, grants, professional development, national, state or local organizations, clubs, organizations, non-profit agencies, etc.
33. In what ways has your work been recognized or over-looked? For example, by your community college, department, full and part-time faculty, staff, or rural community
34. How are you notified about next semester's teaching schedule? Is there a plan for you teaching "xx" number of courses each semester or year? If so, how is this planned in advanced with you and the department?
35. Can you tell me about your facilities as a part-time faculty member, i.e. office space, computer, telephone, email, name on the door?
36. Do you have benefits such as annual leave, sick leave, retirement, health insurance, parking passes, discounts for campus meals, other discounts, job security, etc.?
37. What employment benefits are most important to you in terms of the tangible and intangible? And in the Appalachian rural community?
38. Describe your overall satisfaction or dissatisfaction with your current professional roles and relationships?
39. Would you choose your academic career again? Why or why not? Would you choose living in a (1. Rural, 2. Appalachian, 3. Rural Appalachian) community again? Why or why not?
40. Overall, how do you perceive your professional role/s and relationships within your community college, department and the rural community?
41. Is there anything else that you would like to tell me about yourself, the department, college, or community?

End: Thank you for sharing time with me. I thank you so very much.

VITA

VITA

Ruby Robinson

EDUCATION

Ph.D. student, Educational Studies - Cultural Foundations, Purdue University
M.Ed., Educational Leadership - Higher Education, The College of William and Mary
B.S., Sociology, Tennessee Technological University
Indiana Secondary Teaching License – Secondary Education, Social Studies

POSTSECONDARY TEACHING EXPERIENCE

2008 - Present: Ivy Tech Community College, Terre Haute, IN
Adjunct Faculty Sociology, Education, College Success Skills courses

2002 - Present: Indiana State University, Terre Haute, IN
Lecturer Sociology, Education, College Success Skills courses

2009: Purdue University, West Lafayette, IN
Teaching Assistant Education courses

RESEARCH PRESENTATIONS

2010: American Educational Research Association, Denver, CO, *Pie Suppers and Cake Walks": A Historical Perspective of the Closing of a Rural School*. Ruby Robinson and A. G. Rud, Purdue University

2010: Midwest Sociological Society and North Central Sociological Association Joint Annual Meeting, Chicago, Il, *Who's Afraid of the Big Bad Wolf?: Community Survival after School Closing*. Ruby Robinson and A. G. Rud, Purdue University.

2010: Appalachian Studies Association, 33rd Annual Appalachian Studies Conference, North Georgia College and State University, Dahlonega, GA., *The Little Red Brick School House: If walls could talk*. Ruby Robinson and A. G. Rud, Purdue University.